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ABSTRACT

Acting on instructions from the Cranston School Committee, a committee comprised of educational professional staff, community leaders, citizens, and students was organized to consider the methods and feasibility of year-round schools. The year round concept and its application in various plans throughout the country was the subject of investigation by the committee for two years. This report to the community, school department, and elected officials of Cranston presents the progress, findings, and conclusions of Project Pacesetter from its inception to the present stage of its development. The report presents information on curriculum; the proposed model; cost analysis; and the results of surveys of teachers, students, citizens, and business and recreation segments of the community. The information provided in this report should be of significant value to those who intend to plan a year-round school program, and to the citizens of any community who must consider seriously whether this is an alternative they would like to use for their school system. (Author)

ED 077119

THE CONTINUOUS SCHOOL YEAR

A TITLE III E.S.E.A. PROJECT

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TABLE OF CONTENTS

		Page
	FOREWORD	i
I	IN PERSPECTIVE	1
II	HISTORICAL BACKGROUND	3
III	TYPES OF YEAR-ROUND SCHOOLS	8
IV	SCHOOL SYSTEMS USING YEAR-ROUND SCHOOLS . .	16
V	PROJECT PACESETTER	21
VI	THE CRANSTON CONTINUOUS SCHOOL YEAR QUADRI-CYCLE	34
VII	CURRICULUM	40
VIII	SURVEYS AND DISSEMINATION	47
	Business and Industry Survey	48
	Recreational Survey	56
	Student Survey	60
	Staff Survey	69
	Public Survey	78
IX	COST ANALYSIS	92
X	PROJECT PACESETTER AND THE FUTURE	129

FOREWORD

Over three years ago, the Cranston School Committee instructed the administration of the school department to begin investigating the concept of year-round schools. At that time, a committee comprised of professional staff, community leaders, citizens, and students was organized to consider the methods and feasibility of year-round schools. This currently controversial educational concept was the subject of extensive investigation by the committee during the following two years.

The Cranston School Committee, in its efforts to constantly research new alternatives to education, must be commended for the foresight and courage it displayed by being one of the few communities in the country committed to the investigation of a topic which is vastly innovative and most controversial.

In the Spring of 1971, a proposal was submitted to the Title III, E.S.E.A. Office of the State Department of Education requesting funding for a project related to the development of a year-round school plan. The proposal requested that the State Department of Education provide funds for a thorough study and eventual implementation of a mandated year-round school. Subsequently, the State Department of Education met with the chairman of the planning committee, and, agreeing upon certain guidelines, decided to allow the City of Cranston to proceed with "Project Pacesetter." In October, 1971, a Project Director was appointed, and the study was begun.

This report to the community, school department, and elected officials of Cranston presents the progress, findings, and conclusions of Project Pacesetter from its inception to the present stage of its development. The following major areas are included in the report: curriculum, the proposed model, cost analysis, and the results of surveys of teachers, students, citizens, business and recreation segments of the community. It is hoped that the information within this report will be of significant value to those who intend to plan a year-round school, to those who intend to work within a year-round school program, and to the citizens of any community who must consider seriously whether this is an alternative they would like to use for their school system.

The Project Pacesetter study should aid School Board members, community leaders, educators, students, and all segments of the community in arriving at a basic understanding of what the continuous school year is and in what ways it will affect the educational system in their community. The report is basically a compilation of data in several areas and is an attempt to answer the many questions which have been asked by all concerned during the past six months.

It is not enough for one merely to read this report, for the specified data does not speak to all the basic concerns. What is truly necessary is deep reflection on the data available and its implications on the philosophy and program of our school system. It is important to note that the people who worked on and were involved in the study, exceeded the limits of their normal work commitment and generously gave their time out of dedication to their jobs and the community for which they work and in which many live. All, except the Director and his secretary, served on a voluntary basis, and the several people who generously spent many hours researching and developing this submitted data deserve our sincerest thanks.

We hope that as people read this report, they will view it with an open mind and the understanding that it does not attempt to provide a remedy or become a panacea for the ills of American education. Instead, we hope it will serve as a tool to be used in exploring and investigating a concept which is dramatically innovative and far-reaching in the impact it could have on the lives of our youth and, indeed, on the life of our total community in years to come.

Respectfully,

Joseph J. Picano Jr.

Joseph J. Picano, Jr., Ph.D.
Superintendent of Schools

Robert A. Berlam

Robert A. Berlam, Director
Project Pacesetter

I

IN PERSPECTIVE

During the last two or three years, many school systems throughout the United States have become involved in a fairly new concept in education. This concept, which has become most controversial and widely discussed by educators, elected officials, students, and citizens in general, is formal education on a year-round basis. Impetus for undertaking such studies stems from a desire to increase the efficiency of school buildings and curriculum.

Today, the American educational system finds its schools open approximately 180 days. These same schools lock their doors early in June, and entire plants sit unused during the summer months. Facilities, equipment, supplies - all remain idle for extended periods.

Many view the inactivity of million dollar facilities as a most inefficient method of management. Great criticism is leveled upon the leading administrators of school systems; for critics feel that besides the waste of dormant school plants and equipment, human resources in the form of professional expertise and student learning opportunities are wasted during a significant portion of the calendar year. Thus, many are beginning to call for a redesign of our school structure so that a rapidly changing society can be accommodated more readily and efficiently by its school systems.

An alternative which has the potential to help meet the concerns of a cost conscious public and to help meet the educational demands of a technical, complex society is the year-round school.

Across our nation, we find that schools are overcrowded. Costs of building new schools are reaching unprecedented heights. The drop-out rate is increasing alarmingly. Our curricula have become quite structured and are becoming outdated, and students have become restless at approaches that they consider outmoded and subject content they consider insignificant.

Most of these problems could, of course, be solved by the input of substantial amounts of money. However, the economy of the nation, as well as of the local communities, is beginning to indicate that the rising costs of education must be curtailed through another method. Communities presently are opposing new school construction bond issues. They are also voting down increased school budgets and tax levies. It is interesting to note that prior to 1968, seventy percent of all school bond issues were approved by the voters; but since that time, the rate of approval has dropped to fifty percent.

In the past, educators' alternatives to a shortage of buildings and space were split sessions or staggered sessions. We now have a new tool with which we can begin to try to overcome some of the problems that have been mentioned earlier. It is to this new alternative, that of year-round school, that the Cranston School Department turned its attention early in the Spring of 1970. As stated previously, this report will relate to the concerns stated above and will attempt to show various forms of year-round schools--not only from the standpoint of costs, but also from the standpoint of educational processes.

II

HISTORICAL BACKGROUND

There are many reasons for schools in the United States being open nine months or approximately 180 days. It is not difficult to find in other countries school systems that are open for much longer periods of time. Austria, Czechoslovakia, and Denmark, for example, offer a school calendar of at least 240 days. Soviet Russia has a schedule of over 230 days as does West Germany. Even India with its limited educational facilities has school calendars approximating 200 days at the elementary grades, and over 205 days at the secondary level. Of all the nations in Europe, the only one which has its students attending schools less than 180 days is Italy. In the United States the 180 day or nine-month school year, has become standard in most school systems.

It has not always been this way. In the 1800's, the urban areas of New York, Cleveland, Chicago, Philadelphia, and Detroit all had school years of over 240 days. The rural areas, however, designed school years ranging from three to six months. This large discrepancy between the urban areas and rural areas was caused basically by the differences in the vocational life styles of the people, and rural problems were usually much different than urban problems. Harvesting, cultivating, and other farm related activities were given priority at two times during the year. School systems simply had to adapt themselves to the demands of rural existence. Gradually, the standardization of the calendar of city and town schools became the concern of State legislators. The nine-month school year, as we know it today, is basically a compromise between the rural short school term and the urban longer school term.

Toward the turn of the century, some school systems began to investigate the possibility of using their schools on a year-round basis. Bluffton, Indiana, operated a program for a very short period of time during the year 1904. Other school districts within the next few years began to operate on one form or another of year-round schools. Those which had significant programs were: Omaha, Nebraska; Nashville, Tennessee; Newark, New Jersey and Aliquippa, Pennsylvania.

Of these, the Newark Project is probably the most noteworthy. It lasted a total of twenty years from 1912 to 1931. Here, the school calendar was organized on a four-quarter plan. All students had to attend the fall, winter, and spring semesters, but had an option as to participating in the summer program. The primary concern of the administration and school committee in Newark was to increase the use of the English language for the high proportion of second generation students who were living in the community. Community leaders also believed that they could encourage early entrance into vocational areas and strengthen the local work force by accelerating their school programs.

An evaluation of the Newark program indicated that the drop-out rate was significantly reduced after the year-round school was implemented. Perhaps the reason for the program being terminated in 1932 is that the school board found the accelerated students who graduated at the age of 14 lacked the maturity to enter the world of work. College entrance at that time was limited. One might also suggest that although the parents and teachers were not strongly opposed to the project, the economy of the early 1930's probably contributed to the termination of the program. At any rate, Newark has adhered to the 180 day plan for the past 40 years.

Aliquippa, Pennsylvania, organized a program which had a different purpose. The basic goal here was to utilize fully all existing buildings rather than to construct new school facilities. The population of that school system had reached such proportions that classroom space was at a premium. Research indicates that the program in Aliquippa was terminated not because of the lack of positive educational advances, but because of the insignificant financial gains. Eventually, school building funds became available in this rapidly growing community.

The aliquippa pilot program and the Newark Project are important because they both conducted a calendar revision from traditional school year programs. Some interesting

comments from the Aliquippa situation come from Mr. H. R. Vanderslice, then Superintendent of Schools. His reasons for organizing a revised calendar were:

1. A school system which rose from 2,200 students to 6,600 students was in pressing need of school buildings.

2. The school committee truly desired greater utilization of the present school plants which had cost the community over one and one-half million dollars in the 1920s.

3. There was some indication that there were students who should be given the opportunity to participate in summer programs in order to gain equal opportunities with peers.

Overall, the Aliquippa Plan fulfilled its objectives--that is, it rearranged a calendar that enabled the existing high school to accommodate 2,200 pupils compared to a previous year capacity of 1,650. Mr. Vanderslice estimated that Aliquippa, over a five-year period, saved approximately two hundred and one thousand dollars ($201,000) annually, a third of the savings being attributed to debt service and the rest to teacher salaries. Aliquippa, through a rising economy in the latter part of the depression years and the assistance of the Federal Government's WPA, was able to abandon its abbreviated calendar program and build the necessary school buildings. In 1938, that city returned to a traditional school year.

Another year-round school idea which merits some discussion is the Omaha, Nebraska, Plan. The objectives of the Omaha School Board were based not only on dollar savings but also on the improvement of the educational curriculum. Their theory was that many students would want to accelerate their program through the four years of high school by taking full courses in three summer quarters. This program, which functioned relatively well, terminated toward the latter part of the 1930s.

In a magazine article dated 1953, the Superintendent of Schools, Dr. Burke, explained the shortcomings of his program in the following way:

a. The school calendar seriously handicapped students who wished to work during the summer months. Additionally, the four-quarter plan that was in operation in that school system cost more money than a traditional school year of 180 days.

b. Classes were extremely small and increasingly costly, and it was difficult to enforce a compulsory school law during the summer months.

c. Reductions which were anticipated in maintenance and repair did not come about.

A thorough appraisal of Dr. Burke's article indicates that the greatest savings came about through the efficient utilization of building space. It enabled students to complete high school in three years, but at that time college entrance was not an important objective to most graduates. Savings and advantages to the community in the areas of salaries, maintenance, and transportation did not appear to be of any value.

The above examples represent just some of the school systems which are noteworthy for their pioneering efforts to offer a calendar based on a year-round school plan. Today, there is a renewal of interest in this concept. Many school systems are examining the research and the history on year-round schools to see if some of the problems which existed in the early years of this century could be overcome through modern technology and curriculum innovation. A problem which many had to face in the early 1930s was the extreme difficulty in preparing the schedule. Modern technology, especially with high capacity computers, has all but eliminated this concern.

Based upon the history of YRS, the modern, contemporary educational system should be looking for several potential solutions and benefits from calendar revisions. Specific answers are extremely difficult to reach, for at the present time, so few school systems are operating on a year-round basis that research is sketchy and inconclusive. Many

questions, then, are unanswered, but educators dealing with the problem are attempting to advise the communities that school operations can become more efficient. Recent objections voiced by the public concerning school costs, expanding building programs, and the need for new curricula could be answered by an innovative and abrupt change in the educational calendar as we know it today.

Overall, we should not be discouraged by the history of year-round schools, for conditions of yesteryear are not the same as conditions of today. Instead, we should focus clearly on our present needs and goals and use the past experiences of others to establish a plan which could function successfully in a future which will demand both educational change and educational accountability.

III

TYPES OF YEAR-ROUND SCHOOL

BACKGROUND

A recent article in NEWSWEEK indicates that there are over 600 school districts in the United States now studying the concept of the year-round school. Additionally, over twelve states have school systems operating on some variation of the YRS. The future acceptance of revised school calendars can be predicted by the results of a recent survey of 330 educational authorities, for 84% of all those interviewed predicted that schools would be open year-round within 15 years.

Models which can be developed or expanded upon when one begins to study year-round schools are as abundant as the people studying the concept. These various forms fall under the following headings:

1. Continuous School Year
2. Extended School Year
3. Expanded School Year
4. All-Year-Round Calendar

Lately, we have begun to hear of models such as staggered and rotating plans, flexible plans, modified plans, etc. The list seems endless and confusing, but it will be the purpose of this portion of the report to focus on the most common models and to discuss those plans which are presently being studied or implemented in various school systems throughout the country.

THE STAGGERED QUARTER PLAN

This plan is probably the most frequently proposed and the most popular of all year-round school models presently under study. Its popularity is based on the fact that it gains the greatest use from investments in buildings and equipment. The Staggered Quarter Plan encompasses a 48-week school year

divided into four terms of approximately 12 weeks each. Under this plan, students are divided into four equal groups, and each group attends three of the four quarters. Each pupil is in school for 36 weeks of the year, but only three-fourths of the total student body is in school at any one time. Usually, this type of plan operates on a voluntary basis, and students are allowed to choose any three of the four quarters they wish to attend. The school, therefore, can accommodate one quarter more students under this plan. In essence, the plant houses four separate student bodies on a staggered annual calendar. Teachers, too, may have a choice of working either three quarters at regular pay or four quarters with additional compensation.

CHART I

SAMPLE QUARTER PLAN CALENDAR

Pupil Attnd. Gp.	Fall	Winter	Spring	Summer
Group "A"	Vacation	School	School	School
Group "B"	School	Vacation	School	School
Group "C"	School	School	Vacation	School
Group "D"	School	School	School	Vacation

Under this plan, there would be 12 work weeks each quarter for a total of 48 work weeks and 30 days of vacation.

A variation of this type of plan is commonly called the 45-15 Quarter Plan, which calls for 45 days of school (9 weeks) and 15 days of vacation. The balance of the time off is made up of regular holidays and traditional

Christmas and Easter vacation periods. Since this is the model which Project Pacesetter has selected for its calendar, a much more detailed explanation will follow in a later portion of this report.

THE CONSECUTIVE QUARTER PLAN

Another variation of the quarter system is the Consecutive Quarter Plan. In this type of plan, all students attend school for 48 weeks--four quarters of 12 weeks each. Approximately four weeks of vacation are built into this plan, and they are likely to be spread out at various times of the year and to include traditional holiday vacations for Easter and Christmas.

Under this plan, students have the opportunity to accelerate and complete four years of work in three years or to take additional enrichment courses. The proponents of the staggered quarter plan favor it primarily because it drastically reduces the need for new buildings and furnishings. Theoretically, 25% more students are cared for by approximately the same staff with the same number of classrooms, libraries, and other facilities.

There can be inherent weaknesses in this type of plan. Because there is, for example, no vacation schedule during the traditional summer maintenance period; costs for maintenance could rise. A reassessment of the period needed to conduct repairs and maintenance would be needed, but many feel that this problem would not present severe difficulties. Continuous use of facilities could, however, require their replacement and repair more often than in a traditional school year.

Air-conditioning in New England becomes a must for effective education. The cost of installation must be considered when contemplating this model.

A problem with the voluntary staggered or consecutive quarter plans is the formation of student enrollment. Using attendance tracts or other easily defined criteria does not always prove satisfactory. In order to be most efficient, the student

enrollment should be divided evenly into four equal groups. Each quarter should have the same number of students enrolled in each grade at the elementary school level and in each subject of high school for the plan to reach optimum efficiency. So far, no school system with this type of plan has shown that a full fourth of the students attends each quarter.

THE TRIMESTER PLAN

A plan which is very similar to the quarter plan and which is used to obtain the same objectives is the Trimester Plan. Like the quarter plan, the Trimester system can be either staggered or continuous, but the primary difference between the (quarter and trimester) plans is the number of groups into which the student body is divided. In the staggered quarter plan only 75% of the students go to school at the same time. In the voluntary trimester plan students have the option of attending any two or all three of the terms, and, ideally, approximately two-thirds of the students are in school at any one time. Teachers also have the same options as they do under the quarter plan: they may elect to teach two or three quarters.

The quarter plan and the trimester plan have similar advantages and disadvantages. The major economic benefit in both plans is reduction of the need for new school buildings, furnishings, equipment and staffing.

CHART II

SAMPLE TRIMESTER CALENDAR

Pupil Attnd. Gp.	Sept-Dec	Jan-Apr	May-Aug
Group "A"	Vacation	School	School
Group "B"	School	Vacation	School
Group "C"	School	School	Vacation

A matter which must be considered prior to implementation of a Trimester Plan is the present requirement of 180 days of schooling.

THE CONTINUOUS SCHOOL YEAR PLAN

Another type of YRS is not related to the concept of staggered schedules, but is an extension of the year beyond the 180 day stereotype. This arrangement could release students in less time than the present 12 year guidelines and still allow greater flexibility with increased enrichment in the curriculum. The Continuous School Year Plan proposes a longer school year with pupils completing one year's work in the traditional 180 days while spending the remaining time on the work of the next term. Generally, the school year is from 204 to 225 days, and the total length of the school year depends on the number of grades and courses included in the plan. If, for example, grades 7-12 are included and one year in six is to be saved, the school year will approximate 216 days. If the grades are 6-12, a 210 day school year would be required to save one year in seven.

CHART III

ACCELERATION TO SAVE ONE YEAR IN SEVEN

GRADES 6 THROUGH 12 — 210 DAY SCHOOL YEAR

Year	Grade	Days	Grade	Days
1	6	180	7	30
2	7	150	8	60
3	8	120	9	90
4	9	90	10	120
5	10	60	11	150
6	11	30	12	180

Unlike the quarter or trimester plans, the continuous school year plan is based more on educational than on economic motives. Proponents argue that by moving students through school in such a way that they save a year, more students can be educated with the same facilities; but these proponents are more often interested in abandoning the traditional grade system. Instead of moving from grade six to grade seven, for example, pupils would actually be moving from learning level or year one to learning level or year two.

The most difficult problem to overcome with this type of plan is parental resistance. Besides wanting to know what grade their child is in, they have concerns related to maturity and to social pressures of the society on students graduating at an earlier age. Major ramifications are that the school system must re-orient the community and that the school staff must be prepared for and committed to non-graded and individualized learning programs.

Under this continuous school year plan, the school year is lengthened, but a summer vacation of six or seven weeks plus regular vacations for Christmas and Easter are offered. This feature, therefore, eliminates much of the community opposition that is directed toward other year-round school plans.

THE MODIFIED SUMMER SCHOOL PLAN

The Cranston School Department presently operates a Summer School Program. A modification to this present program could be considered to arrange a year-round school program. Just as the name implies, this plan includes a regular 180 day school year plus an expanded summer school. In addition to the regular 36 to 40 week program, the summer program is changed to provide full-term academic courses to be taken for credit instead of just remedial, make-up and enrichment courses.

The aim of this program, like some of the others, is to accelerate the student so that schooling is completed in one less year. The cost of operating such a program tends

to be somewhat higher than the others, particularly if too few students elect to attend the summer program. The curriculum, then, must be broadly based so that students will be encouraged to attend and so that the possibility of under enrollment will be decreased.

THE QUINMESTER PLAN

Similar to the modified summer plan is the Quinmester Plan. In this plan, the school year is divided into five 45 day units. Four of the units (180 days) comprise the regular school year, and the fifth term is offered during the summer. The major objective of this program is to promote significant educational advancement. Although some economic gains are possible if students elect to attend all five terms, financial saving is not the main feature. In communities where the plan is operating, school officials cite three primary educational advantages:

1. It opens the doors for a richer and more flexible curriculum. Since each term is nine weeks long, the curriculum can be thought of as a series of mini-courses. Thus, two or more mini-courses can be developed each year to suit the needs of virtually all students. In this way, the student has a choice of four offerings or catalogs in completing one year's work.

2. This type of plan encourages experimentation. The student can try a new subject for a nine-week term to find out if he likes it. If he doesn't, he can drop the subject at the end of the 45 day period and try something else.

3. The Quinmester Plan has the potential to reduce failure and educational regression. The student is not compelled to take a full-year course. If he fails a nine-week course, he loses only one-quarter of a year and can elect to repeat that segment or to take some different course during the summer months to make up that loss.

SUMMARY OF YEAR-ROUND SCHOOL PLANS

As one reads of the various forms of year-round school plans, it becomes evident that each has some built-in problems which need individual appraisal by communities considering such a venture. A non-inclusive list can easily be drafted to include:

1. Economic restraints
2. Legislative limitations
3. Curriculum ramifications
4. Community concerns

With due regard to each of the above, it might be indicated that all of these problems should become secondary to the requirement of curriculum revision and program reorganization. Instead of concentrating solely on the reduction of cost and efficiency of buildings and facilities, the traditional concepts and organization of activities and curriculum should be thoroughly restructured. The purpose of staggering groups or accelerating students should be incorporated into a re-examination of the total curriculum and broadened educational experiences for students: The opportunity to create curriculum flexibility through mini-courses and modular schedules should be pursued and implemented. Allied to this necessary flexibility are such newer educational concepts as:

1. continuous progress
2. team teaching
3. large-group instruction
4. seminars
5. individual prescription packages

The impetus for becoming involved in YRS studies should stem from an awareness of the opportunities for innovative and experimental education afforded by the elimination of restricted calendars and courses.

IV

SCHOOL SYSTEMS USING YEAR-ROUND SCHOOLS

As cited previously, there are over 600 school systems presently studying the year-round school concept in some form or another. There are within the United States at the present time various school systems which have proceeded beyond studying a plan and have actually begun implementing some type of year-round school program. Described below are five school systems which are presently operating year-round programs that appear to have reached levels of development from which one can extract some educational and financial conclusions.

ATLANTA, GEORGIA: FOUR-QUARTER PLAN

One of the most notable year-round school plans presently in operation is Fulton County School District in Atlanta, Georgia. In 1968, the school board of that county asked the school administrators to investigate their school program and calendar for the purpose of improving the educational opportunities of children. The Atlanta School System was concerned with the immediate need of providing a curriculum suited to the multi-faceted needs of a diversified student body. Major problems were related to the areas of juvenile delinquency and drop-outs. The School Board did not intend the measure to save money, to save space, or simply to use school buildings year-round. It was a calculated plan to open doors to students during the summertime so that they might attend school for credit courses leading to acceleration as well as enrichment. Perhaps the fact that a substantial percentage of their high school students were previously enrolled in special summer projects served to expedite implementation of the plan.

This summer school is truly an appendage of approximately eight weeks to the regular nine-month school year. The plan basically works the following way: The Fulton County schools have a calendar with four equal quarters, three of which are required and the fourth optional. Attendance at any of the three quarters will meet the requirements of state law. A program entitled "The Attendance Option" where students may choose any of the three quarters or all four quarters is now in effect. To graduate from high school, which includes grades 8 through 12, and to complete

college entrance requirements, a student must attend three quarters for each of five years. If he wishes to go four quarters, he may graduate a year early. Overall, it doesn't matter which periods a student is in school. What is significant is the amount of education he gains and the opportunity he has to select the calendar he needs to gain that education. The design simply places the delivery system into a different mode which forces the present curriculum and any new curricula to be student-centered. Since this program originated five years ago, it has expanded rapidly and is functioning at a high rate of efficiency. Briefly, the Atlanta Plan is designed for secondary school students and does not attempt to solve economic issues as much as it aims at curriculum innovation. Atlanta is presently functioning in its third year of operation. Sentiments of those involved appear to indicate:

1. The School District is pleased with the progress.
2. Students function well and enjoy the plan.
3. The concept requires more dollar input.
4. Deferred savings are expected.
5. New curriculum is more relevant than traditional programs.

ST. CHARLES, MISSOURI, PLAN (9-3)

A school system which adopted a year-round concept in 1969 is the Becky David School District located along the Missouri River in St. Charles, Missouri. This bedroom community which is a suburb of St. Louis and has a school population which has grown tremendously, has implemented a year-round school year to alleviate overcrowded conditions and to make more classroom space available.

In 1969-70, this school district had an enrollment of 3,400 students in the elementary schools and 680 students at the secondary levels for a total enrollment of 4,100. Approximately 900 of these students were housed in the Frances

Howell Jr. High School, and approximately 1,500 students were enrolled in the Becky David Elementary School which served grades 1-6. The capacity of this elementary school was rated at 1,300 or approximately 45 students per room. The administration of the school district examined various YRS plans and eventually developed what is known as the 9-3 Program.

Basically, this 9-3 Program is a staggered or cyclic plan of 9 weeks of school and 3 weeks of vacation on a continuous basis. When Dr. Henderson, Superintendent of the St. Charles School System, was asked recently at a conference in Vermont about the success of the program, he stated that the program has been in effect since July of 1969 and is "working beautifully." When questioned by the Director of Project Pacesetter as to the cost and efficiency of the program, he went on to say: "I wouldn't say we are spending any more money than we would otherwise, but we are getting more education out of our existing facilities." Again, it must be noted that this program is for primary and elementary grades and that teacher schedules are locked to student school and vacation patterns. These two factors reduce the need for extensive curriculum revision. Dr. Henderson has indicated that community response is excellent and that "two neighboring communities are considering the move to a similar plan."

VALLEY-VIEW (45-15)

In 1953, the Valley-View Elementary School District in Illinois operated five schools enrolling 89 pupils each. This year the enrollment of Valley-View is 7,000 pupils housed in seven schools. The citizens of this community had reached the capacity of their bonding power for new school construction and sought a new method of educating their children. The design they selected (45-15) is probably the most talked about YRS concept today.

It is, in effect, a quarter system with various modifications. Students are mandated to attend school in all quarters of the year with a corresponding vacation of 15 days between each quarter. The student body is divided into four groups,

and only three groups are in school at one time. This measure immediately increases the educational capacity of the district by 33 1/3%.

Dr. James Gove, Assistant Superintendent, at a conference in the Fall of 1971, stated that the program is "working well and is not causing the previously expected community turmoil."

Since the Cranston School Department calendar will be a modified (45-15) plan similar to that of Valley-View, further discussion of this plan will be deferred to another portion of this report.

CHULA VISTA, CALIFORNIA, PROGRAM

Another community which has implemented the year-round school concept is Chula Vista, California. This program started in July, 1971 with over 3,600 pupils at the elementary level. The community, at the present time, is split between a year-round school program and a traditional program. Parents in Chula Vista County were offered a selection of either program. Of the parents surveyed, only 45 requested that their children attend the schools using the traditional school year plan.

HINESBURG, VERMONT (45-15)

A secondary school which is much closer to Rhode Island and which has made extensive plans to adopt a 45-15 Program is the Champlain Valley Union High School in Hinesburg, Vermont. This high school which was originally built for 700 pupils now houses over 950 students and is in dire need of classroom space. Local authorities completed a two year study, and to the Director's knowledge, Champlain Valley Union High School is the only high school in the United States prepared to implement a 45-15 plan immediately.

Presently, the School Board indicates that Champlain Valley Union High School will begin its 45-15 year-round school program during the next school year. The principal of the high school and Superintendent of that school district, have

indicated that a primary concern beyond the population problem is "the amount of extreme flexibility that they gain in scheduling their high school students."

OTHER SYSTEMS

A few of the other systems which, at the present time, are implementing some form of year-round school are:

1. San Jacinto High School, Houston, Texas
2. Lake Oswego School District, Oregon
3. Louisville School System, Kentucky
4. Hayward School System, California
5. Akron School District, Ohio
6. Dade County School District, Florida

Related to this surge toward year-round schools is the concern of State legislators to revise State education laws. Some states have passed laws that would enable schools to operate on a year-round basis. They include: Massachusetts, California, Texas and Illinois. Most noteworthy is the requirement of the Texas legislature that by September 1, 1973, all school systems in the State operate on a K-12 educational plan consisting of three month blocks. However, this law does not mandate that schools be open more than three quarters or nine months; it merely allows the districts to use the summer quarter as an additional quarter if "any school feels the necessity."

By no means, should the above list of systems and districts be considered all inclusive. It is easy to obtain the plans for as many as 30-40 other systems using the YRS concept. These few have been singled out because they have gained the most prominent recognition by educators and community leaders in general. The list could be expanded; however, the basic theory and objective would be repeated with only small variations.

V

PROJECT PACESETTER

OBJECTIVES

The objective of Project Pacesetter is "to enhance the potential for learning and to change the delivery system of education in the Cranston School Department." It is because of this major objective that the Cranston School Department embarked upon the extensive study of a year-round school program. There are other needs and objectives outlined in the Project which will be stated below, but it must be emphasized that this primary goal is what Project Pacesetter is attempting to achieve--the opportunity to enhance the potential for learning to all students and to make a change in the delivery system of the curriculum for those students.

OVERVIEW

The remainder of this portion of the report will outline highlights of the study and the directions the Project has taken from early October, 1971, to mid-March, 1972.

It was the intent of all those concerned in the Project to make Project Pacesetter a community-involved Project. From the beginning, each step was planned with the hope that a major percentage of the people involved would be from the community in general and not just members of the staff of the school department. Presently, a total of twelve committees are operating within Project Pacesetter. The members of these committees include elected officials, citizens from the Cranston community, students, personnel from the colleges of Rhode Island, teachers, and administrators. In every phase of the work, it was hoped that the input from the various segments of the community would add insight and credibility to the Project and, at the same time, develop a total program which could accomplish the goals felt necessary to improve the educational process.

ORGANIZATION

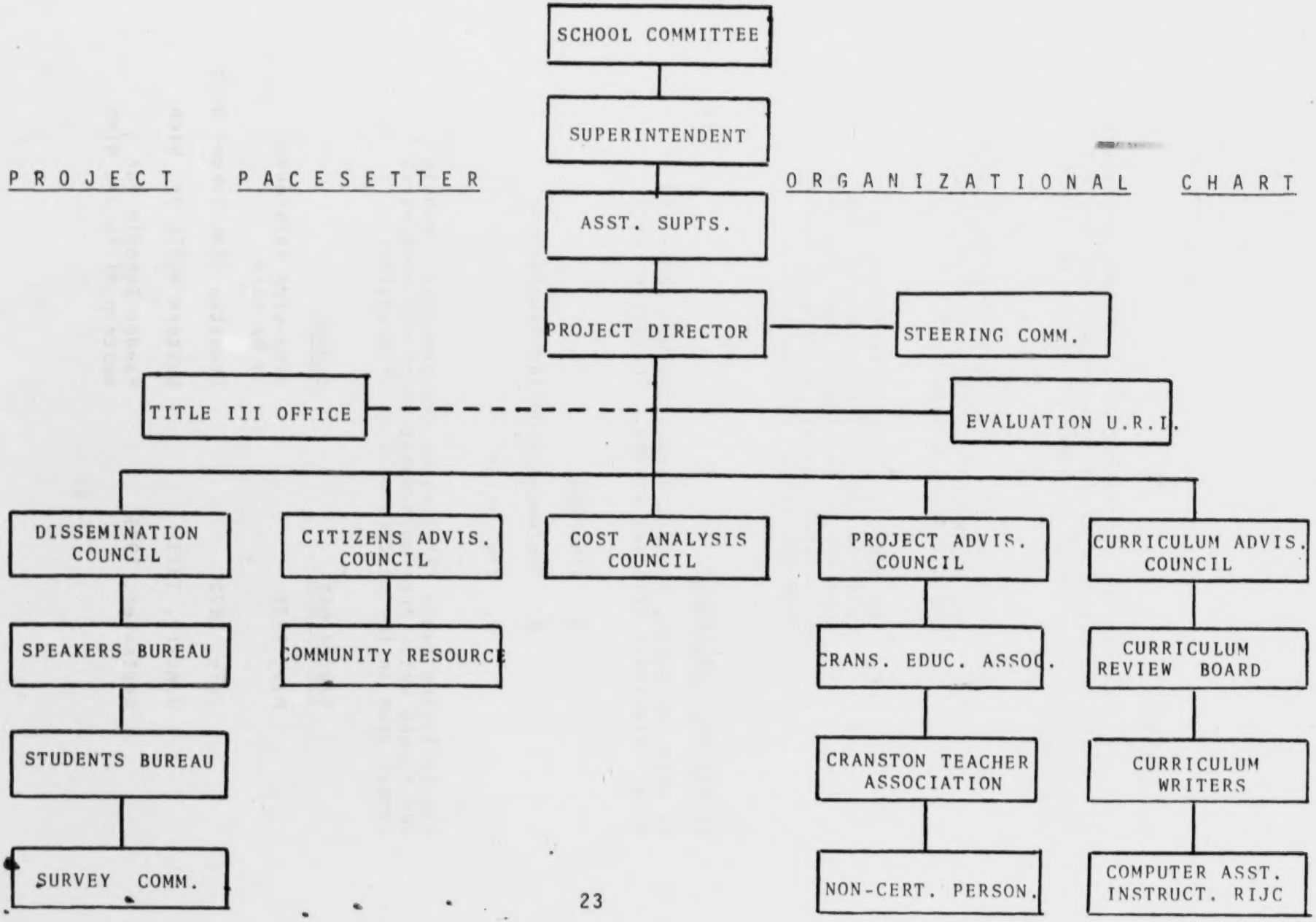
The organization of Project Pacesetter developed very rapidly in the early stages. Basically, it was composed of a Steering Committee made up of personnel from the State and local levels. The purpose of this particular committee was to establish the policies which Project Pacesetter would follow. Additionally, a team of consultants from the University of Rhode Island's Curriculum Development Center was employed to establish an evaluation process which would monitor and assess components of the program and provide rapid feedback to appropriate decision making personnel.

The evaluation of Project Pacesetter required interaction of the evaluation staff and the Project staff to develop and refine the Project's objectives and activity time-lines. The U.R.I. evaluators assumed a role somewhat similar to that of an auditor in that they continually monitored activities and determined whether or not various phases were being completed as scheduled and as planned.

A Dissemination Council, a Citizens Advisory Council, a Cost Effectiveness Council, and a Curriculum Advisory Council were established. Within each of these councils, sub-committees were formed to add research and special expertise to specific areas of the Project.

(SEE PROJECT PACESETTER ORGANIZATIONAL CHART ON PAGE 23)

PROJECT PACESETTER ORGANIZATIONAL CHART



GENERAL NEEDS

Once the organization was assembled, it became necessary to outline the specific educational needs that Project Pacesetter would attempt to answer. Primarily, these needs were:

1. The need for more flexible organization and instructional patterns for school age children--grades K-12.

2. The need for rapidly improving the quantity and quality of educational programs while slowing down the rate of capital outlay in terms of buildings and school construction.

STAGES AND TIMETABLES

To meet the needs, Project Pacesetter was comprised of three relatively discreet stages. The stages were:

1. planning
2. implementation and development
3. evaluation

The following table illustrates the proposed schedule and target dates for implementation of the continuous school year in the western portion of Cranston:

TARGET DATE	SCHOOL
May, 1972	City-wide Referendum to be held
July, 1972	Cranston High School West
January, 1973	Western Hills Jr. High
September, 1973	Feeder Schools for Western Hills Jr. High

ADJUSTED TIMETABLE

Early in January, the Cranston School Committee investigated through the office of the Commissioner of Education, the possibility of altering portions of the proposed target dates. The Commissioner has granted the Committee the opportunity to postpone the implementation date from July, 1972 to after January, 1973. Also, he indicated that the decision to change from a mandatory program to a voluntary program should be left to the discretion of the School Committee and that his office would not object to their decision; however, a request to move the referendum date to November 7, 1972, was denied.

PLANNING PHASE

Although the implementation phase was to be started by July, 1972, the major emphasis of Project Pacesetter was the planning phase. Thus, the three major functions to be accomplished prior to the implementation date were:

1) curriculum development

2) cost analysis

3) dissemination

Each of these three functions is reported in other sections of this report, but they were all directed at one principal objective--"the restructuring of the traditional summer vacation into a continuous school year comprised of nine-week modules followed by three-week vacation periods."

CURRICULUM PHASE

It became evident that to realize the principal objective of the Project, the entire secondary school curriculum had to be revamped in order to fit the organizational pattern. In order to be consistent with our educational philosophies,

the curriculum had to be related to the continuous progress method of learning.

COST PHASE

The second phase which required careful consideration was cost analysis. It was felt that a detailed outline of costs would help enable the community to make better educational decisions related to Project Pacesetter.

DISSEMINATION PHASE

The last phase requiring special consideration was dissemination. It was decided that since this is a community-oriented project, numerous speaking engagements would be conducted throughout the year as more data became available. This public relations effort was an attempt to inform the community of Project Pacesetter and its related stages of development.

SPECIFIC NEEDS

As the planning for Project Pacesetter continued, certain needs became evident as they related to the educational system. A brief overview of these needs is:

1) the need for increasing the learning potential of students

2) the need for individualizing the instruction for each student

3) the need for providing a longer and more varied school year in order to implement plans of continuous progress

4) the need for more effective utilization of pupil-personnel services

5) the need for developing a new system for delivering educational services

6) the need to experiment with class sizes

7) the need for more effective utilization of human and physical education resources on a year-round basis

8) the need for student-parent involvement in the learning process

9) the need for professionalizing the educational process by enabling teachers and administrators to develop curriculum

DEVELOPMENTS

As one considers each of the major areas of Project Pacesetter, he can determine that specific organizational patterns have developed. In the area of curriculum development, for example, Project Pacesetter has brought together over fifty curriculum writing specialists and selected instructional personnel to plan a continuous progress, year-round instructional program in nine academic areas. These writers are presently planning a curriculum which will be divided into logical, sequential segments or modules that can be taught in nine-week periods of time in a continuous school year project.

The curriculum of the Project will attempt to place all students enrolled in the continuous school year program into individually tailored instructional programs which will allow choices from a greater range of courses at the secondary level. It is hoped that these "mini-courses" or smaller modules will offer students greater opportunity to increase their retention of learning and will provide greater opportunities to apply the newly acquired knowledge to practical life experiences.

With the guidance of consultants from Rhode Island College, the Curriculum Advisory Council established that the personnel writing curriculum would outline the behavioral objectives and the material which must be covered in each subject area. At the present time, courses for nine areas are being written by teams ranging from two to ten members.

With the assistance of the newly appointed Curriculum Director, consultants from Rhode Island College, and the Director of Project Pacesetter, these writers are organizing a curriculum which will drastically alter the delivery system as we know it in the city today.

Allied with the planning and curriculum phases is a portion of Project Pacesetter which is being assisted by Rhode Island Junior College. Staff from R.I.J.C. worked with staff from Project Pacesetter in establishing a philosophy for individualized learning utilizing the computer as an educational tool. Also, it trained the staff and administration from Cranston with the goal of establishing an area of disciplines from grade levels 7-12. These disciplines are equivalent to mini-blocks and will become a vehicle in the future for other faculty members of the Cranston School System to use in constructing future disciplines supported by Computer-Assisted Instruction.

To accomplish the above, Rhode Island Junior College utilized a systems approach in that members of the staff range from people who had expertise in task analysis, behavioral objective oriented curriculum, psychological testing, computer hardware and software, and the total interaction of multi-media. The staff met with a selected group from the Cranston School System and proceeded to establish direction using the systems approach, i.e. to place the selected curriculum into the computer and develop evaluation schemes to evaluate these blocks of learning. They also developed pre tests and post tests so that students who will interact with the mini-blocks could also be assessed.

Another stage of Project Pacesetter is Cost Feasibility. A Cost Analysis Committee comprised of specialized school personnel, city officials, and community leaders was formed to consider the cost factors for the several major components of the Project. Such data as per pupil expenditures, teacher and custodial salaries, materials and supplies, and population trends have been compiled and analyzed. This detailed study is explained in another portion of this report.

The Cost Analysis Team has projected costs for the educational needs at Cranston West and Western Hills for the school year 1972-1973 by comparing what it would cost to run those schools on a traditional basis and a year-round basis. Also included in the study are factors such as curriculum development, administrative salaries, extra-curricular activities, and air-conditioning.

A portion of the cost analysis is devoted to the future of the elementary and secondary educational needs of western Cranston as listed in the capital outlay proposal of the City's Planning Office for 1972. An attempt has been made to show what would occur if the building program is deferred because of the implementation of a year-round school program.

A most important stage of Project Pacesetter is the dissemination program. As stated previously, it was the intent of this committee to disseminate continually the progress of Project Pacesetter. In the initial stages, it became evident that there were many questions which could be answered only by an accurate assessment of our own community and not by the research of other communities. The Dissemination Committee at that point decided to survey as many segments of the community as possible to try to find the answers to some of these questions. Five basic community surveys were conducted. They were:

1. A Teachers' Survey of more than 700 staff members
2. A Community Survey of more than 2,400 households in the City of Cranston (This represented 10% of all the people residing in the City of Cranston as of that date)
3. A survey of the 6,000 secondary students who would be affected by this program
4. A Survey of Business and Industry in the community
5. A survey of the Recreational Officials in Cranston and the surrounding communities

The Dissemination Committee hoped that with thorough examination of the data collected, they would be able to define accurately in this report those areas which are of major concern to the population of Cranston. The result of all these surveys can be found in another portion of this report.

In order to add accuracy to the surveys, the University of Rhode Island Curriculum Research and Development Center analyzed the various data and collated the results in a scientific manner.

HIGHLIGHTS--PROJECT PACESETTER

The details of studying and implementing a YRS Program are as unique and complex as operating a miniature school system. The program, as outlined by Project Pacesetter, would involve more schools, teachers, and students than 60% of the school systems in the State of Rhode Island. Project Pacesetter really attempts to plan a program for a school system within a school system. The details became more complex and unique as more teachers, citizens, legislators and students became aware of the program. Questions pertaining to rescheduling approaches, capital outlay, vacation problems, teacher salaries and length of work year, school plant variations and transportation became more frequent.

The list of concerns from all areas of the school community continues to grow each day. Because of these sincere concerns, Project Pacesetter officials became deeply involved in researching specific questions and then in meeting with the parties involved to report the results of these special investigations.

The following is a list of the most important events which have occurred in the last five to six months:

- Dr. George Thomas, referred to as the "Apostle of YRS," was brought to Cranston as a consultant and resource person. In a two-day period, he addressed over 800 staff members and met with each committee or Advisory Council of Project Pacesetter.

- Mr. Eugene Hayes of the Westinghouse Learning Corporation met with the Project Pacesetter Steering Committee to study the feasibility of scheduling a complex and intricate program by computer.

- Curriculum writing was begun by over 50 writers in nine cognitive areas under the direction of Dr. John Tibbett, Consultant from Rhode Island College.

- At a meeting with Dr. Fred G. Burke, Commissioner of Education, his staff, and Cranston School Department personnel, a joint press release was made endorsing Project Pacesetter and the YRS Concept.

- The Cost Advisory Council was established to compare costs of a YRS and a traditional school year. Dr. Spencer Martin, Consultant from the University of Rhode Island, was retained to assist in the tabulations of this portion of the study.

- A Grading Review Committee was organized and is presently reviewing methods of reporting achievement in mini-courses as well as traditional courses.

- Two workshops related to writing behavioral objectives and the format for writing curriculum based on nine-week modules was held for all the fifty curriculum writers and other interested staff members.

- Dr. William Lawton, Director of Laboratory Experiences at Rhode Island College, met with the Project Pacesetter staff to discuss the use of Cranston's YRS Project with the Rhode Island College Faculty in the practicum and student-teacher programs.

- The University of Rhode Island funded a visit for representatives of the Project Pacesetter staff and Cranston community to visit the Valley-View, Illinois, Year-Round School Project. The ten representatives made an on-site evaluation of the project and reported to the Cranston School Committee and the Cranston community.

- The Director attended three workshops pertinent to YRS operation. Information gathered at each meeting has been disseminated.

- An extensive YRS Loaning Library has been established at the Administration Building. Over 50 YRS studies, periodicals, press articles, bibliographies, and texts have been collected for use by the public.

- Mr. Charles D'Arezzo, Director of the Computer Center, Rhode Island Jr. College, is conducting a weekly workshop for Cranston professional staff to instruct them in the methods of Computer Assisted Instruction.

- The Director of Project Pacesetter participated in a one hour "Talk-Back Show" on radio. The purpose was to establish more dialogue through this form of media.

- A Dissemination Committee, formed in early October, conducted surveys to 6,000 secondary students, 700 staff members, 10% of all the households in the City of Cranston, 63 Businesses and 26 recreational facilities.

- The State Department of Education, Title III, E.S.E.A. Office, held an On-Site Evaluation of Project Pacesetter late in January, 1972. Correspondence on the visit indicated a positive evaluation.

- The University of Rhode Island Curriculum Research and Development Center was retained to evaluate all components of Project Pacesetter in an on-going monitoring program. Members of the CRDC have attended most committee and public meetings. A positive interim evaluation was received during January, 1972.

- Dr. Sydney Rollins, Dean, Rhode Island College, met with Project Pacesetter staff to discuss teacher concerns over their summer educational plans and residency requirements. Dr. Rollins indicated, through written correspondence, that 3-4 alternatives would be available for teachers employed year-round.

- Representatives of the Cranston Teachers' Association and the Rhode Island Education Association met to investigate the involvement of the associations and their members in the planning activities of Project Pacesetter.

- The Cranston Council of PTAs sponsored a meeting for Cranston citizens and school personnel involved in Project Pacesetter. Members of the School Department, School Committee, and State Department of Education, attempted to answer questions raised by an audience of over 800 citizens.

- During a five-month period, the Project Pacesetter Speakers Bureau met with over 40 groups of people representing PTAs, Civic Organizations, Student Organizations, Professional Organizations, Political Organizations, etc. In all, over 4,300 people heard directly the objectives and concepts outlined in Project Pacesetter.

- The Director and members of the Project Pacesetter staff have held in excess of 100 meetings related to the many aspects of the Project.

VI

THE CRANSTON CONTINUOUS SCHOOL YEAR QUADRICYCLE

THE CRANSTON QUADRICYCLE

Early in October, 1971, the staff of Project Pacesetter began to investigate the many types of year-round school schedules. As each type of program was evaluated to see if the scheduling system was financially reasonable, educationally sound, and legally acceptable in terms of state laws, an evaluation instrument was designed to incorporate a rating scale applicable to each type of plan. Through this process, various types of schedules were eliminated until there remained one which appeared to meet the needs of Cranston.

The Cranston Continuous School Year Quadricycle is a modification of the Valley-View 45-15 or St. Charles, Missouri, 9-3 Plans. It provides for all students a continuous cycling of education spread over a 12 month period. It also provides a calendar which assigns students to a schedule which allows greater use of buildings and equipment. Finally, it offers the student the opportunity to select from an expanded list of curriculum offerings which are available because of the greater flexibility inherent in a continuous instructional cycle.

SPECIAL CHARACTERISTICS

The schedule has several specific characteristics which are listed below:

- The student bodies of the schools within the program are divided into four distinct groups based on geographical location.

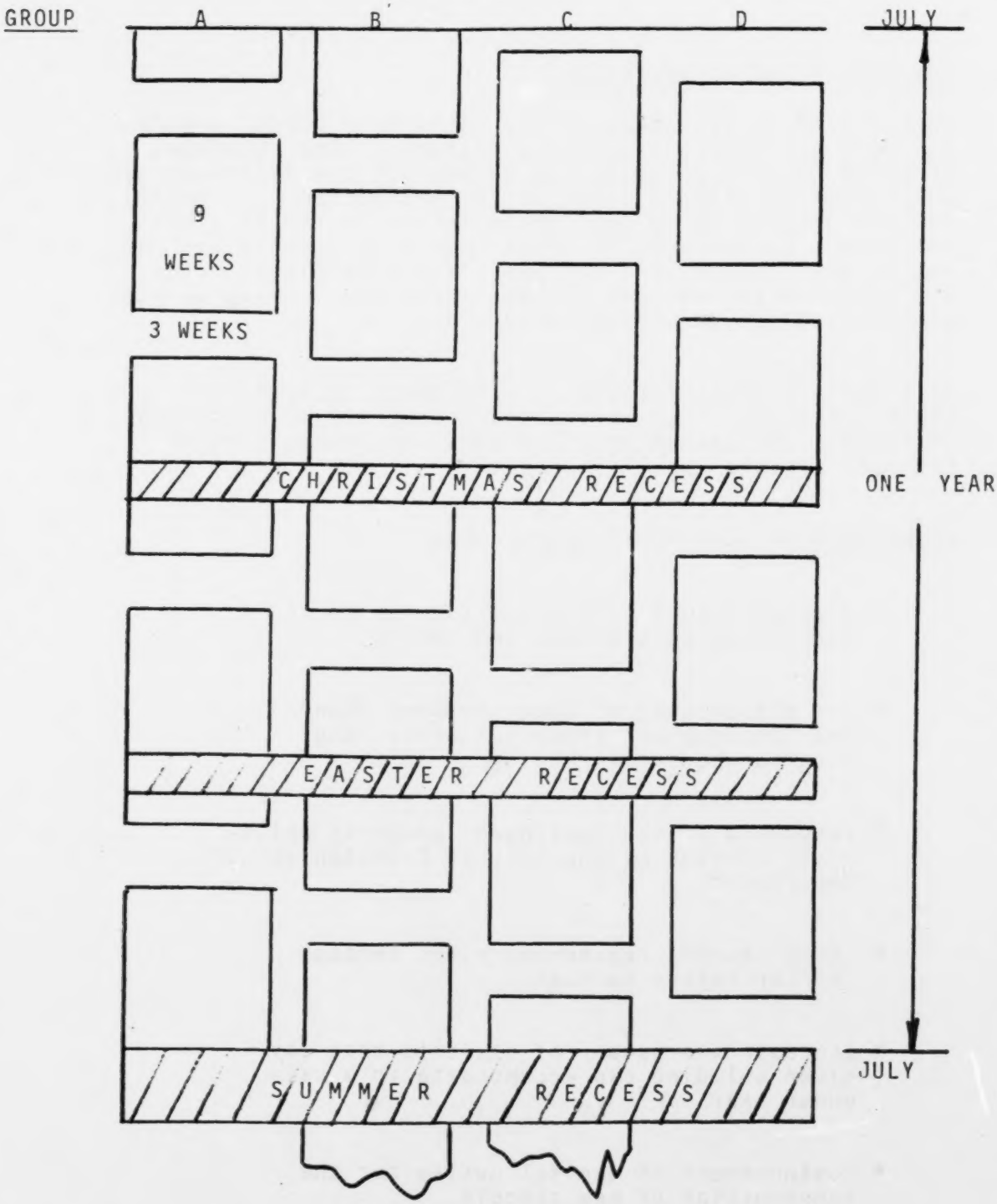
- Each group is staggered into schedules of 45 class days and 15 vacation days on overlapping continuous cycles. This overlapping places 75% of the total school population in school at one time.

- School is open 240 days in one calendar year; however, students need to attend school for only 180 of those days--our present number of class days.

- All legal holidays are recognized, and schools are closed. All schools will be closed completely during four specific times of the year. All groups have in addition to their normal 15 day vacation cycle, four weeks of common vacations-- Christmas week, Easter week, and the first two weeks of July.

(SEE DIAGRAM 45-15 ON PAGE 36)

SIMPLIFIED MODEL OF A QUADRICYCLE



- SCHOOL YEAR = 180 DAYS IN 9 WEEK CYCLE
- VACATIONS = 12 WEEKS IN 3 WEEK SEGMENTS
- ALL GROUPS ON VACATION 1 WEEK CHRISTMAS & EASTER - 2 WEEKS JULY
- SCHOOLS ARE CLOSED ON LEGAL HOLIDAYS

ADVANTAGES AND DISADVANTAGES

To be found in the study of any year-round school program are both positive and negative features. The suggested Cranston Quadricycle also has advantages and disadvantages which must be weighed prior to implementation. In order for the program to be considered fairly and to be given the chance to succeed, it needs community support and community willingness to break away from traditional molds and patterns so that the changes which any innovative plan might bring can be viewed objectively.

This section of the report is an attempt to highlight those questions which were asked frequently by concerned citizens. The varied pros and cons which have created the most concern are listed below:

ADVANTAGES OF CONTINUOUS SCHOOL YEAR

- Greater flexibility and articulation in curriculum development and choice.
- The elimination of long "tooling down" and "tooling up" processes after long vacation periods.
- Enhancing of the continuous progress philosophy adopted by the City of Cranston School Department.
- Lower student regression rates through shorter recess periods.
- Increase the number of students that any given building can accommodate in a calendar year.
- Postponement of capital outlay for the construction of new schools.

- Postponement of the costs of staffing and maintaining new schools

- Expansion of continuous, uninterrupted school department services in such areas as guidance, reading, health, etc.

- Possible reduction of salaries in the professional personnel account

- Utilization of more "good weather" months to broaden the whole educational experience through field trips and outdoor learning experiences

- Utilization of our natural facilities for waterfront programs

- Widening of possibilities for full year job training programs for many students

- Expansion of summer athletics--baseball, track, tennis, and other important "carry-over" sports

- Increasing the possibility of using para-professional and special teams of experts in the curriculum

- Increasing the flexibility necessary for adding additional days to the present school calendar if this step is required because of unusual circumstances

DISADVANTAGES OF CONTINUOUS SCHOOL YEAR

- Complexity in the scheduling of students
- Creation of calendar problems such as starting dates and vacation periods
- Requirement of a new philosophy in grading, graduation standards and college entrance criteria
- Balancing enrollments by using geographical busing, alphabetical selection, or some other system
- Requirement of air-conditioning so that learning will not be affected during the hot days of summer
- Possible increases in future school budgets
- Hardships to some students, parents, and teachers due to employment and vacation patterns
- A temporary misalignment of the vacations of western Cranston students with the traditional vacation patterns of other students
- Creation of the need to organize community recreational activities on a year-round basis
- Changing of patterns of family life styles
- Reduction of the opportunity for summer study outside the Cranston community

If a potentially effective plan is to win community support, it must objectively state all the data and involve both citizens and the professional staff in developing a calendar or schedule that is acceptable to everyone concerned.

VII CURRICULUM

GOALS AND RATIONALE

The rationale for revising curriculum under Project Pacesetter is based on the needs of the system as they are detailed in the ESEA Title III proposal. In order to provide an adequate overview of the curriculum segment of the Project, it is important that these needs be listed and reviewed.

THE NEED FOR INCREASING THE LEARNING POTENTIAL OF STUDENTS

System-wide curriculum development designed to increase student opportunities to create and to develop learning potential is considered vital to the development of the Project Pacesetter curriculum. The overall aim is to develop a continuum of objectives that will cover all subject matter areas in grades 7-12 through such progressive means as self-pacing, individualized instruction, and continuous progress.

THE NEED FOR INDIVIDUALIZING INSTRUCTION FOR EVERY STUDENT

The curriculum staff recognized a need for more individually tailored educational efforts to meet the differentiated needs of a suburban student population. Each student's instruction is considered a vital part of the curriculum development project for Pacesetter. Students will be able to recognize the scope and sequence of each objective and will have the opportunity to engage in individualized work adjusted to the specific content of the subject area. Students will also be familiar with criteria for success before they proceed with the work of any particular course. Mini-courses and instructional levels are herein considered as synonymous, and the student will be able, within reasonable limits, to assure his own individual success.

THE NEED FOR PROVIDING A LONGER AND MORE VARIED SCHOOL YEAR IN ORDER TO IMPLEMENT PLANS FOR CONTINUOUS PROGRESS

The continuum approach to instruction, with articulation among all staff members and among all schools, will enable the total Cranston school system to instill a sense of comprehensive learning and to provide for each individual student proceeding at his own rate through a prescribed set of objectives. Thus, it is important that a set of levels be established for each subject matter area. A level is the amount of work a given student can do in a mini-course or in a period of time described as 7 to 9 weeks.

THE NEED FOR DEVELOPING A NEW SYSTEM FOR DELIVERY OF EDUCATIONAL SERVICES

The continuous school year depends on a segmenting of the existing curriculum into modules, levels, mini-courses, and individual objectives. The new curriculum system is really an evolution of the curriculum guide idea, and new courses and revised learning programs can easily be added in the future. The basic course outline, changed to reflect individual pupil's objectives, establishes a specific way for any student in grade 7 through 12 to know exactly what he is to do. The result of satisfying this need for a new system provides a creative alternative for student success at any learning level and in any subject matter area studied intensely by the student.

THE NEED FOR STUDENT, PARENT, AND COMMUNITY INVOLVEMENT IN THE LEARNING PROCESS

The curriculum project for Pacesetter strongly encourages the involvement of parents, citizens, and students to provide input to curriculum writers. This varied input from students already in the learning process and from citizens viewing the learning process has potential for developing a curriculum plan which is more important to the community and to specific students involved.

THE NEED FOR PROFESSIONALIZING THE EDUCATIONAL ENTERPRISE BY ENABLING TEACHERS AND ADMINISTRATORS TO DEVELOP CURRICULUM AND TO DEVISE METHODS OF IMPROVING LEARNING AS AN INTEGRATED PART OF THE SCHOOL YEAR

The Project Pacesetter curriculum satisfies this need through employment of the team planning, writing, and evaluation processes. The involvement of professional staff and administrators within the school district encourages a systems approach characterized by a high degree of cooperative planning designed to satisfy the need for cooperative improvement of instruction.

C S Y P R O C E D U R E S

INITIAL CURRICULUM PLANNING

The curriculum portion of Project Pacesetter must be based on planning and procedures which both satisfy the requirements of the Project and provide the flexibility for ongoing curriculum development. The general planning included the identification of a group of functional leaders from within the instructional staff. These functional leaders

were identified as curriculum writers, as were those who participated with the writers on the team development of each subject matter area. The staff input of these functional leaders within the Pacesetter curriculum design makes the new and revised curriculum a viable instrument to be used throughout the total school district. Important gains of the Pacesetter curriculum plan are:

1. articulation of curriculum within the total district

2. individual teacher support of curriculum objectives

3. department articulation of objectives for the purpose of environment and continuing reviews of objectives

4. a continuun, grades 7 through 12, of learning objectives and activities which are pertinent to the total growth of each student in the Cranston school district

5. staff development opportunities as objectives written, revised, and refined to meet individual student-pupil learning situation needs

6. individualized instruction based upon learning modules, mini-courses, and specific objectives

7. the use of learning resources and media found in libraries and multi-media centers throughout the system which are mobile and which provide for increased school-to-school articulation

8. articulation with a common professional purpose of improving achievement of each student within the system

9. self-paced instruction based upon objectives which are specific, meaningful, and related directly to the student's day-to-day learning

The selected curriculum writers were charged with the responsibility for gathering the data necessary for writing objectives that would serve as basic components of the plan. The continuum of objectives as established and written by the writers from within the school district itself is one step forward in the development of a new curriculum system. This new curriculum system, based upon objectives, provides a way for each student to proceed through modules,

mini-courses, and levels of every subject matter area to the achievement of high performance goals and the completion of creative activities.

THE WRITING TASK FORCE

The overall objectives of the writing task force established the specific tasks for the central curriculum team. The total team of writers was divided into a set of sub-groups for each subject. The sub-groups devised their own systems for writing objectives, and each team was able to devise its own planning and decision-making process. Each team after reviewing the suggested plan for organization and structure was able to modify its writing system to meet the specific need of that particular subject. Each team was then accountable for its own productive effort and was able to interact with its own members to provide internal leadership as well as responsible production. Teams of representatives from different city schools had the quality of total system and Project Pacesetter in view.

The coordination of the curriculum project began initially through the curriculum leaders' teams. Also, the Curriculum Director and his resources for curriculum improvement were an integral part of the process.

RESPONSIBILITIES

Each task force is working on specific curriculum objectives which were selected by the task force and which were considered to be pertinent to individual students. Their responsibility is to build a continuum of objectives, modules, and mini-courses formed around the basic learning needs of students.

In order to maintain the necessary perspective, each writing task force had these responsibilities continuously in mind:

1. to write individual performance objectives for students

2. to write the objectives in levels of work to be accomplished by a student in the period of time described as 7 to 9 weeks

3. to adjust the objectives specifically to activities to be accomplished by each student working within the continuum level

4. to make it possible for the teacher to have the objectives pertinent to text and other instruc-

tional media already available within the Cranston public schools

5. to use reference media in the writing of the objectives so that students will be able to achieve success in the objectives through the use of multi-media

6. to relate the curriculum writing to the critical needs of the state, the school district, and the particular students involved

TEAM ORGANIZATION

1. each team had its own systems design for production

2. each team had its own planning and decision-making power

3. each team had a planned organizational structure which it could modify to meet its own specific needs

4. each team was accountable for its own productive efforts

5. each team was part of the total curriculum development task force of the Project

6. the coordination of the teams with the Curriculum Director, Project Director, Curriculum Consultant, and the policies of the district were in keeping with innovative and exemplary education

PROCEDURES

The curriculum organization provided for Advisory Council membership to assist the writing team and to field test individual objectives to assure that each objective is clear and meaningful to the students involved. The organization also provided for input from students, faculty, citizens, and colleagues within the professional staff of the total school district. Resources used for curriculum writing were:

1. Students
2. Staff
3. Community
4. Teachers' Association
5. Curriculum Materials Previously Prepared
6. Administration
7. Consultants
8. Texts and Resource Materials
9. Commercially Prepared Curriculum Material and Media

The organization for writing also emphasized the importance of editing each objective to be sure that the specific writing input is of sufficiently high quality. The sequence outlined below indicates the care and deliberation given to the curriculum writing project:

1. writers developed objectives
2. team captains collected and reviewed objectives
3. team captains forwarded objectives to Chief Editor who proofread and reviewed all work
4. objectives were typed
5. consultants proofread
6. objectives were submitted to Director of Curriculum for final review
7. objectives were presented to Curriculum Review Board
8. objectives were collated and organized into booklets for each subject area

INSTRUCTION STRATEGY

The development of the Project Pacesetter curriculum sequence emphasized the importance of a variety of instructional strategies which would be identified by the individual teacher using the continuum. It was the goal of the curriculum writing team to provide teachers with multiple options as they worked with the various objectives. Each teacher in the curriculum project will be able to use the minimum performance objectives which are identified by the Curriculum Director of the Cranston public schools. Each teacher within the limits of the minimum performance objectives will have a variety of options useful in establishing instructional strategies which best must suit his class and his students' individual learning styles. Some specific instructional strategies which teachers will want to differentiate and refine within their particular classroom environment are identified here:

1. individualized instruction
2. self-pacing
3. continuous progress
4. large group instruction
5. small group instruction
6. diagnostic and prescriptive learning
7. team teaching
8. departmentalized team planning for instruction

9. inquiry learning
10. performance-based learning by individual students
11. mini-course learning plans
12. module learning systems approach
13. computerized instruction of procedures
14. inter-age instruction
15. inter-level instruction
16. disciplinary learning
17. discovery learning
18. creative performance and fabrication of new objectives developed by students working in any learning level purposes to each individual student

SUMMARY

The curriculum writing team of Project Pacesetter directed its energy toward building a viable set of instructional objectives based on performance criteria designed to assist each student in the Cranston public schools in achieving success.

The success of the curriculum team was based on team planning and a high degree of cooperation in searching for alternative solutions to meet the requirements of the Project.

The cooperative efforts of each team and each writer were devoted to continuous organization and reorganization of the curriculum so that a higher quality of productive performance might be reached.

Emphasis was focused on quality performance which will in the future sustain the continuing efforts of the Cranston public schools to become innovative and to provide exemplary education in the State of Rhode Island.

VIII

SURVEYS AND DISSEMINATION

It became apparent at the very onset of Project Pacesetter that representative opinions of several groups within the Cranston community would be needed in order to plan a workable and relevant YRS Program. The staff of Project Pacesetter decided that to become aware of these opinions, they needed to conduct several surveys aimed at different segments of the community. During the months of December, January and February, 1971-1972, five separate surveys were conducted; and the subjects of these polls were: students, staff, citizens, business and industry, and recreational officials.

All of these surveys and the data collected are included in the following pages. The results are reported completely and exactly as received. No in-depth interpretation of any of the surveys has been attempted, but specific highlights are noted. The chairmen of the various polls have, however, been invited to submit for this report any remarks which they feel are appropriate. It is intended that the individual reader examine each of the surveys and form his own interpretations and generalizations pertaining to the desirability of year-round schools in Cranston.

It might be well at this time to include some preliminary assumptions about the polling techniques and the caution one should exercise in generalizing on the basis of data reached through the process of sampling. The Pacesetter Dissemination staff realizes, for example, that people may alter their opinions and that even the same individual will reveal different and possibly contradictory ideas depending on how and when he is questioned. Also, the sampling techniques used for this study were designed to be as representative as possible of the entire population. Hopefully, then, our polls accurately reflect the feelings of the entire population in general.

BUSINESS AND INDUSTRY SURVEY

In an attempt to determine employment and work vacation patterns of Cranston residents and to analyze the potential for more student jobs on a "continuous year" basis, the Dissemination Committee of Project Pacesetter conducted a Business and Industry Survey.

The surveyors approached sixty-three (63) major businesse s and industries included in the greater Cranston area and two shopping malls. This survey was conducted during December, 1971 - January, 1972 and was designed to seek data unique to as many Cranstonians as possible.

Of the business and industries contacted, eighty percent (80%) do employ students at some time of the year. Half of these employers indicated that if business warranted it, they could and would be willing to hire students for permanent, full-time jobs on a rotating basis. This would mean that four students could share the same job when they were not attending school.

* Fifty-nine percent (59%) of those who employ students indicated that they do have students working part-time on a year-round basis.

* Sixty-six percent (66%) stated that they employ both full-time and part-time students during the summer months.

* Forty-two percent (42%) of those employers interviewed responded that they employ mothers only during school hours. Fifty percent (50%) of this group do allow these employees some latitude in selecting vacation days.

- Fifty-nine percent (59%) of the employers contacted close down for a specific time each year. Fifty-one percent (51%) of these shutdowns take place during the first two weeks of July. This would indicate those two weeks as being the most appropriate for a school system shutdown under a CSY.

- Fifty percent (50%) of the retail stores contacted indicated that employees have considerable freedom as to when they take their vacation.

- Sixty-seven percent (67%) of the industries contacted indicated that employees must take their vacation when the plant closes down; but beyond this two-week period, additional vacation time could be taken at any time in eighty-four percent (84%) of the plants.

There appear to be very definite practices which have become traditional in regard to employment and vacation patterns; but the businesses contacted expressed, in many instances, a willingness to modify their patterns if doing so might be to their advantage. Thus, the idea of one job being held by four high school students on a rotating basis appealed to the employer who has need of a steady rather than seasonal student labor supply.

RESULTS OF BUSINESS AND INDUSTRY SURVEY

Businesses Surveyed

Number	Types
3	Restaurants
7	Large Retail Stores
1	Medium Retail Store
8	Small Retail Stores
1	Large Grocery Chain
Total 20	Businesses Surveyed

Industry Surveyed

Number	Number Employed
9	100 - 200
9	201 - 300
5	301 - 400
5	401 - 500
3	501 - 600
3	601 - 800
4	1000 - 1300
5	over - 1400
Total 43	Industries Surveyed

BUSINESS SURVEY - continued

DO YOU EMPLOY STUDENTS UNDER 19 YEARS OF AGE?

	Number	Percentage
YES	27	62
NO	17	38
TOTAL	44	100

EMPLOYMENT DISTRIBUTION OF STUDENTS

	Number	Percentage
PART-TIME	27	59
SUMMER	30	66
*Part-time	10	22
*Full-time	20	44
SEASONAL	17	37

*Five of these indicated that the winter helped increase their hours.

DO YOU HAVE PERMANENT FULL-TIME EMPLOYMENT FOR STUDENTS TO SHARE ON A ROTATING BASIS?

	Number	Percentage
*YES	18	39%
NO	22	48%
MAYBE	4	9%
COULD NOT ANSWER	2	4%
TOTAL	46	100%

*If economics permitted it

DO YOU EMPLOY WORKING MOTHERS? IF SO, ARE THEY EMPLOYED ONLY DURING SCHOOL HOURS?

	Number	Percentage
YES	28	42%
NO	35	58%
TOTAL	63	100%

DO WORKING MOTHERS HAVE SPECIAL VACATIONS?

	Number	Percentage
YES	14	50%
NO	14	50%
TOTAL	28	100%

HOW MUCH VACATION DOES THE AVERAGE EMPLOYEE HAVE?

	Number	Percentage
One Week	4	7.1%
Two Weeks	37	67.8%
Three Weeks	14	25.0%
Four Weeks	1	.1%
Total	56	100.0%

DO YOU CLOSE DOWN FOR A SPECIFIC PERIOD OF TIME EACH YEAR?

	Number	Percentage
YES	37	59%
NO	26	41%
TOTAL	63	100%

IF YOU DO CLOSE DOWN FOR A SPECIFIC PERIOD EACH YEAR, WHEN AND FOR HOW LONG?

LENGTH OF TIME	Number of Businesses	Percentage
First week of July & last week of August	1	3%
First two weeks of July	19	51%
First three weeks of July	4	11%
Third and Fourth week of July	2	5%

BUSINESS CLOSEDOWNS (Continued)

LENGTH OF TIME	Number of Businesses	Percentage
Last week of July & First week of August	1	3
First two weeks of August	3	8
Last week of August	1	3
Flexible	6	16
TOTAL	37	100

Three (3) industries indicated they also vacation between Christmas and the New Year in addition to the summer vacation.

Two (2) industries indicated the plant closedown between Christmas and the New Year depending on production.

DO EMPLOYEES HAVE ANY RESTRICTIONS ON WHEN THEY MAY TAKE THEIR VACATIONS?

RETAIL STORES

	Number	Percentage
YES	10	50
NO	10	50
TOTAL	20	100

As a general restriction in retail stores, no one could vacation during peak business periods--Christmas, Easter and where applicable Mother's Day and back-to-school.

EMPLOYEE RESTRICTIONS ON VACATIONS (Continued)

INDUSTRIES

	Number	Percentage
During plant closedown only	25	67%
Work during plant close-down and vacation at another time	12	33%
TOTAL	37	100%

RECREATIONAL SURVEY

The following is a report of the Recreational Survey developed, conducted, and tabulated by the Dissemination Committee of Project Pacesetter - The Year Round School.

Of the 19 organizations surveyed, which included church, civic, and community recreational organizations, 13 responded for a 68% return. Of the 13 who responded, 3 had added comments which are incorporated in the Analysis of the survey and the conclusions and impressions.

RESPONSES TO RECREATIONAL SURVEY

	Yes	No	Questionable	No Response
1. Are you familiar with the Continuous School Year concept?	13	0	0	0
2. Are you familiar with the Cranston School System's plan, to date, concerning the Continuous School Year?	11	1	1	0
3. Will having students available year-round have a direct affect on the development of your program?	9	3	0	1
4. Would the CSY concept lend flexibility to your program?	4	9	0	0
5. Have you discussed the possibilities of this program with your colleagues?	9	4	0	0
6. Has the response to your discussions been favorable?	1	7	0	5
7. Do you feel that students would avail themselves of an expanded recreational program if they were involved in a Continuous School Year Program?	3	6	1	3

	Yes	No	Questionable	No Response
8. Do you feel your present program could accommodate students under a Continuous School Year Program? ___	7	6	0	0
9. Do you, at present, have the facilities for year-round activities? _____	6	6	0	1
10. Do you have the adult staff necessary for instructing year-round activities? _____	5	6	0	2
11. Would having a student staff be helpful? _____	7	3	2	1
12. Would it be possible for your organization to offer courses paralleling those offered in the school in the non-academic areas? (i.e., Music, Industrial Arts, Home Economics) _____	2	9	1	1
13. Do you feel that a Continuous School Year Program would increase student participation in your program or organization? _____	2	9	0	2
14. Could you develop a program that would service children of differing age groups on a year-round basis? _____	8	4	1	0
15. Do you feel money to be a major obstacle to the development of a year-round recreational program? _____	7	4	1	1
16. Do you feel that a restructuring of your budget would be necessary if you were involved in a year-round recreational program? _____	9	3	1	0

RECREATIONAL SURVEY - continued

		Yes	No	Questionable	No Response
17.	Are you in favor of a Continuous School Year?	1	9	1	2
18.	Would your recreational program be enhanced under a Continuous School Year Program?	2	8	1	2
19.	Do you feel there is an educational need for a CSY?	0	7	3	3
20.	Do you feel the community would benefit from such a program?	1	8	2	2
21.	Does your program offer possibilities for all seasons?	11	1	1	0
22.	Would you be willing to serve as a resource person in the area of recreation to the Continuous School Year Program?	6	6	0	1

ANALYSIS OF SURVEY RESULTS

Most responses indicated that individuals involved in the survey were familiar with the CSY concept and Cranston's plans for a continuous school year as per issuance date of the recreational survey.

The majority of individuals felt that students being available on a year-round basis would affect their programs. However, it was felt that no significant flexibility would be added to their programs.

Most of those surveyed had discussed the CSY Program to some extent with colleagues, but no definite conclusions as to their colleagues' feelings or attitudes could be drawn by those surveyed.

46% of the respondents expressed the opinion that students would not avail themselves of recreational opportunities in an expanded program. However, these organizations have existing programs at present on a year-round basis and 54% indicated the ability to accommodate students under CSY.

Only three responses indicated that student staff would not be helpful. The remainder of the respondents expressed concerns for proper training and supervision.

The majority of the organizations surveyed felt they could not offer courses paralleling those of the school in the non-academic areas, i.e., Home Economics, Industrial Arts, Music, etc. No increase in student participation resulting from a CSY program was anticipated by the majority of those surveyed. Once again, no clear conclusions could be drawn concerning the development of programs for students of differing ages because of equal or nearly equal yes-no responses.

Money was seen by the majority surveyed to be a major obstacle to the development of a year-round recreational program, as was a restructuring of their budgets.

The majority of those who responded to the survey did not feel the community would benefit from a CSY program, nor would it enhance their recreational program. Furthermore, no clear educational need could be seen by those who responded. However, six of the eleven respondents said they would be willing to serve as resource individuals in the area of recreation.

Conclusions and Impressions

Because many of the organizations contacted run programs after school and in the summer, they feel their programs would not be affected significantly. However, if a CSY program were implemented, most groups expressed the opinion that they could adapt their program accordingly. Major obstacles to such accommodations would include staffing and budgeting considerations.

Overall, the comments of those persons contacted indicate the ability of all recreational groups to parallel their activities to a CSY program, but a strong reluctance to initiate major alterations to their existing programs exists.

STUDENT SURVEY

The attitudes and concerns of the students of Cranston relating to YRS were an important factor in the planning of Project Pacesetter. Previous surveys held by other communities had indicated a negative attitude by students toward YRS. As recently as March, 1971, in a survey conducted by SCHOLASTIC MAGAZINE, 25,000 students responding to the question "How do you feel about keeping schools in session twelve months of the year?" indicated a strong reluctance to accept or endorse the concept. Results indicated: (1) that a volunteer program would be acceptable for those who desire this type of education; and (2) that 47% felt that schools should be closed entirely during the summer months.

Although the staff of Project Pacesetter could have used these indications of student attitudes, it was felt that the sentiments of Cranston students would be of greater significance. In November, 1971, a group of students from Cranston High School West and Cranston High School East designed and conducted a Student Survey. All 6th grade and secondary students were asked to respond. The instrument requested information on YRS attitudes, student vacation patterns and student employement data. The student committee tabulated the results during February, 1972. The completed totals are reported on the following pages:

1. 40% of all students responding indicated that their parents have only two weeks vacation per year.

2. 60% of these parents take their vacation during the summer months.

3. 59.6% of those responding indicated that their parents can select vacation time at their option.

4. 91% preferred the present vacation pattern over a shorter periodic one.

5. 26% indicated an interest in YRS if they could graduate earlier.

6. 16% participated in some educational experience during the summer months.

7. Approximately 50% of the students have both parents working--40% of those employed work the hours school is in session.

8. 60% of all the secondary students worked either part-time, full-time or during the summer months.

9. Of these working students about 50% indicated that the money earned would be used for further education.

Overall, the data indicates a strong reluctance on the part of Cranston students to change their present calendar. The reluctance increases as the grade level of students ascends. Junior high and elementary students appear to be more receptive to the concept. Also, a significant percentage indicated that they are presently engaged in some form of educational experience during the summer. With more than 25% of the students agreeable to a YRS concept on the condition that they could graduate earlier, it appears that a meaningful program could find support from many who previously indicated a lack of enthusiasm for it.

The student co-chairman of the student survey wrote the following summary which he released to the entire school population and to the press:

> "Although it was very difficult to make specific conclusions concerning the results, a general trend was noticeable. It is evident that the students in the City of Cranston are unwilling to participate in a Year-Round School Program. The reason for this is twofold. First of all, the mass of students, like everyone else, refuses to accept change. Secondly, the students have not been presented with enough affirmative points of Project Pacesetter that aren't refutable.
>
> I found a small amount of friction in the vacation situation. If it is correct that only 57% have a choice as to when they take their vacation, and that the majority of parents take vacation during the summer months, then it would seem difficult to have a workable YRS Plan.

Although the results show that the great majority of students would be unwilling to attend either practices or meetings during the summer months, the number of students who answered the survey must be taken into consideration. Students who are not involved in extra-curricular activities answered the questions. Students attend practices during their one week vacations at the present time. I don't believe that this situation will significantly change during a YRS Program.

The fact that the majority of students are dissatisfied with "Individual Progress" is very important, not only for Project Pacesetter, but for the educational system in Cranston as a whole."

STUDENT SURVEY

TOTAL STUDENTS RESPONDING

Sr. High	2,385	71%
Jr. High	2,223	61%
Elementary	725	

HOW MANY WEEKS PER YEAR DO YOUR PARENTS HAVE FOR ANNUAL VACATION?

	0	1	2	3	4	5+
Sr. High	142	154	796	374	322	247
Jr. High	112	175	687	373	375	319
Elementary	0	77	204	101	78	62
Total	254	306	1,688	848	775	628
Percentages	5.6%	6.8%	37.5%	18.8%	17.2%	13.9%

DURING WHAT SEASON(S) DO YOU USUALLY GO ON VACATION OTHER THAN DURING THE SUMMER?

	FALL	WINTER	SPRING	NONE
Sr. High	90	472	212	1,502
Jr. High	207	610	381	1,222
Elementary	50	139	110	408
Total	347	1,221	703	3,132
Percentages	6.4%	22.6%	13%	57.9%

DO YOUR PARENTS HAVE A CHOICE AS TO WHEN THEY TAKE THEIR VACATION?

	YES	NO
Sr. High	1,261	979
Jr. High	1,511	885
Elementary	391	277
Total	3,163	2,141
Percentages	59.6%	40.4%

DO YOU USUALLY GO WITH YOUR PARENTS ON VACATION?

	YES	NO
Sr. High	1,688	560
Jr. High	2,161	322
Elementary	614	95
Total	4,463	977
Percentages	82%	18%

WHAT TYPE OF VACATION PATTERN WOULD YOU PREFER?

	PERIODIC SHORTER VACATIONS	PRESENT VACATIONS
Sr. High	166	2,159
Jr. High	249	2,107
Elementary	77	620
Total	492	4,886
Percentages	9.1%	90.9%

DO BOTH PARENTS WORK?

	YES	NO
Sr. High	1,294	1,268
Jr. High	1,225	1,281
Elementary	345	380
Total	2,864	2,929
Percentages	49.4%	50.6%

IF SO, DOES ONE OF YOUR PARENTS WORK ONLY WHEN YOU ARE IN SCHOOL?

	YES	NO
Sr. High	813	1,359
Jr. High	902	1,169
Elementary	254	326
Total	1,969	2,854
Percentages	40.8%	59.2%

DO YOU FEEL THAT YOU WILL BE ABLE TO FUNCTION NORMALLY IN A LEARNING SITUATION DURING THE SUMMER MONTHS?

	YES	NO
Sr. High	161	2,352
Jr. High	296	2,200
Total	457	4,552
Percentages	9.1%	90.9%

DO YOU PRESENTLY PARTICIPATE IN ANY EDUCATIONAL EXPERIENCES OVER THE SUMMER MONTHS?

	YES	NO
Sr. High	379	2,138
Jr. High	436	1,933
Total	815	4,071

IF YOU ARE PRESENTLY INVOLVED IN EXTRA-CURRICULA ACTIVITIES, WOULD YOU BE WILLING TO ATTEND PRACTICES OR MEETINGS DURING YOUR VACATION?

	YES	NO
Sr. High	376	2,018
Jr. High	520	1,827
Total	896	3,845
Percentages	18.9%	81.8%

WOULD YOU BE INTERESTED IN A CONTINUOUS SCHOOL YEAR PROGRAM IF YOU COULD GRADUATE EARLIER?

	YES	NO
Sr. High	546	1,982
Jr. High	736	1,773
Total	1,282	3,555
Percentages	26.5%	73.5%

WHEN ARE YOU EMPLOYED?

	NEVER	SUMMER	SCHOOL YEAR	ALL YEAR
Sr. High	534 (21.2%)	991 (39.9%)	100 (4%)	896 (35.5%)
Jr. High	1,565	542	75	362
Total	2,099	1,533	175	1,258
Percentages	41.4%	30.3%	35%	24.8%

IF YES, WILL YOU BE DEPENDING UPON THIS MONEY TO FURTHER YOUR EDUCATION?

	YES	NO
Sr. High	1,221 (62%)	751 (38%)
Jr. High	527	864
Total	1,748	1,615
Percentages	52%	48%

HOW MANY HOURS DO YOU NORMALLY WORK IN EACH WEEK?

	1 - 5	6 - 10	11 - 20	20+
Sr. High	81 (5.4%)	173 (11.4%)	522 (34.5%)	735 (48.6%)
Jr. High	186 (26.4%)	217 (30.8%)	148 (21%)	151 (21.4%)
Total	267	390	672	886
Percentages	12.1%	17.6%	30.4%	40%

STAFF SURVEY

A survey was conducted among the 785 members of the teaching staff of the Cranston School System. The questionnaire, which was designed by the Dissemination Committee, was distributed by the Cranston Teachers Association to the teachers in all schools and all grade levels. A total of 382 responses were received. This represents 49% of the total staff.

Results of the twenty (20) question survey were compiled and cross tabulated by the Curriculum Research and Development Center at the University of Rhode Island. The resultant data is of such volume that reproduction of all the statistics is impractical; however, the complete statistical analysis is available for examination through the offices of the Cranston School Department.

Included in this segment are highlights of the results and of the data. The section includes a sample of the original questionnaire with the total number of responses of each item.

OBSERVATIONS

The following observations are based on the cross tabulated statistical analysis of the results of the Staff Survey and suggest some of the major implications of this study.

The concept of continuous progress was favored by 44% of the teachers responding to the survey with an additional 18% uncommitted and 38% opposed to this concept in varying degrees. The above responses were consistently distributed at all grade levels.

59% of the respondents indicated a desire to maintain a ten-month calendar. It appears that while many teachers agree with the concept of continuous learning experiences, they do not feel a strong need to restructure the present school calendar in order to achieve this goal. One out of every four teachers responding favored the use of schools on a twelve-month basis.

73.5% of the respondents do not have children presently in school and 32.4% have pre-school children. 34.3% of those teachers favoring a twelve-month year have children of school or pre-school age while 46.6% opposed have children of school or pre-school age.

The spouses of 62% of the responding teachers have available four or more weeks vacation during the year and 67% of these have some choice as to when these vacations are taken.

Of those teachers enjoying the possibility of extended vacations at a variety of times during the year, 51% indicated a reluctance to do so.

Analysis of the available data indicates a significant number of teachers desiring contracts which would offer to them a work year of varying length. Responses indicated that 30% of the teachers responding desire contracts which would offer a work year of greater length than the traditional 180 days. On the other hand, seven percent (7%) desire a contract which would give them the opportunity to work less than 180 days. The majority of the respondents, 63%, would prefer a contract which would provide for the school calendar to remain as it presently exists.

A significant group of teachers, 65%, would prefer to see any CSY or extended school year program implemented on a voluntary basis.

While there was no majority opinion regarding at which grade level a CSY could best begin, 32% of the responding teachers showed a preference for beginning a CSY in the lower grade levels. One out of five respondents would prefer to see a CSY implemented on a system wide basis as opposed to a "phasing in" process.

57% of the responding teachers have not been employed either on a part-time or full-time basis during the last three summer vacations. Less than 20% have been employed each summer for the last three years. Further, 25% of those favoring a twelve-month school year have not been employed during the past three summer vacations. This seems to indicate a willingness on their part to increase their earning potential by continually working in their chosen profession.

A major concern of the teaching staff was the apparent inability for them to enroll in summer graduate courses. The results of the survey indicate that 42% of those responding have not enrolled in any summer graduate courses during the last three years. Only 12.5% have been enrolled in courses in each of the last three years. As noted earlier, local colleges have expressed a willingness to provide alternatives for graduate study and residency requirements to teachers employed in a CSY.

PROJECT PACESETTER

STAFF SURVEY

SEX	NUMBER	PERCENTAGE
Males	144	37.7%
Females	238	62.3%

GRADE LEVEL	NUMBER	PERCENTAGE
Elementary	160	41.9%
Jr. High	100	26.2%
Sr. High	122	31.9%

HOW DO YOU FEEL ABOUT THE EDUCATIONAL CONCEPT OF CONTINUOUS PROGRESS IN LEARNING?

RESPONSE	NUMBER	PERCENTAGE
strongly in favor	72	19.4%
somewhat in favor	91	24.5%
neutral or undecided	67	18.0%
somewhat opposed	77	20.7%
strongly opposed	65	17.5%

STAFF SURVEY (Continued)

DO YOU FAVOR THE USE OF SCHOOLS ON A 12-MONTH OR 10-MONTH BASIS?

RESPONSE	NUMBER	PERCENTAGE
12-month use	88	23.5%
10-month use	220	58.8%
neutral or undecided	66	17.6%

IF YOU HAVE CHILDREN IN SCHOOL, WHAT TYPE?

RESPONSE	NUMBER	PERCENTAGE
Cranston public school	36	37.1%
other public school	40	41.2%
private or parochial	12	12.4%
both public and private or parochial	8	8.2%

DO YOU HAVE CHILDREN OF SCHOOL OR PRE-SCHOOL AGE?

RESPONSE	NUMBER	PERCENTAGE
Yes	91	26.5%
No	253	73.5%

DO YOU PRESENTLY HAVE CHILDREN ENROLLED IN SCHOOL?

RESPONSE	NUMBER	PERCENTAGE
Yes	91	26.5%
No	253	73.5%

STAFF SURVEY (Continued)

HOW MANY WEEKS OF VACATION DOES THE SPOUSE IN YOUR HOUSEHOLD RECEIVE?

RESPONSE	NUMBER	PERCENTAGE
about 1 week	6	2.1%
about 2 weeks	59	20.9%
about 3 weeks	42	14.9%
about 4 weeks	29	19.3%
more than 4 weeks	61	21.6%
not employed	85	30.1%

CAN YOUR SPOUSE CHOOSE HIS (HER) VACATION PERIOD?

RESPONSE	NUMBER	PERCENTAGE
Yes, he (she) can choose anytime	90	38.1%
Yes, but there are certain times of the year he (she) cannot have for vacation	68	28.8%
No, he (she) cannot choose	78	33.1%

IF IT WERE POSSIBLE, WOULD YOU TAKE A VACATION IN THE FALL, WINTER, OR SPRING INSTEAD OF THE SUMMER?

RESPONSE	NUMBER	PERCENTAGE
Yes	110	29.6%
No	191	51.3%
I already do take vacations in those seasons	66	17.7%

STAFF SURVEY (Continued)

ASSUMING VARIOUS "LENGTH OF YEAR" CONTRACTS WITH A PAY SCALE AGREED TO BY THE CTA AND THE SCHOOL COMMITTEE WERE AVAILABLE, WHICH WOULD YOU MOST PREFER (RANK 1st, 2nd, 3rd)?

RESPONSE	NUMBER	PERCENTAGE
less than 180 days	21	5.7%
180 days on a 9-month basis	233	63.3%
180 days on an 11-month basis	38	10.3%
240 days	70	19.0%
240 half days (full year, half time)	5	1.4%

WHICH OF THE FOLLOWING SCHOOL YEAR SCHEDULES WOULD YOU MOST PREFER TO SEE IMPLEMENTED IN CRANSTON?

RESPONSE	NUMBER	PERCENTAGE
compulsory CSY	21	6.5%
volunteer CSY	185	57.1%
extended school year	26	8.0%
present schedule with extended school days*	68	21.0%

*with an adjusted pay or staggered teaching hours

AT WHICH LEVEL OF INSTRUCTION DO YOU FEEL IT WOULD BE MOST BENEFICIAL TO BEGIN CSY?

RESPONSE	NUMBER	PERCENTAGE
elementary grades	103	31.9%
junior high school	22	6.8%
high school	60	18.6%
total system	66	20.4%
segment of the city	54	16.7%

STAFF SURVEY (Continued)

INDICATE THE NUMBER OF SUMMERS IN WHICH YOU WERE EMPLOYED PART TIME DURING THE LAST THREE YEARS?

YEARS	NUMBER	PERCENTAGE
0	172	52.0%
1	77	23.3%
2	24	7.3%
3	57	17.3%

INDICATE THE NUMBER OF SUMMERS IN WHICH YOU WERE EMPLOYED FULL TIME DURING THE LAST THREE YEARS?

YEARS	NUMBER	PERCENTAGE
0	200	57.0%
1	38	11.0%
2	41	11.8%
3	68	19.6%

INDICATE THE NUMBER OF SUMMERS IN WHICH YOU WERE ENROLLED IN DAYTIME GRADUATE COURSES WITHIN THE LAST THREE YEARS?

YEARS	NUMBER	PERCENTAGE
0	148	42.0%
1	96	27.3%
2	64	18.2%
3	44	12.5%

IMPRESSIONS

While a majority of the respondents indicated a reluctance to participate in a compulsory CSY, a significant number did appear interested in the continuous learning concept, a voluntary CSY, and a variable work year contract.

It can be assumed that the lack of specific information regarding a negotiated contract which would include salaries and working conditions contributed to the hesitancy of many to commit themselves totally to the concept of CSY.

Further, there is a real concern expressed by many that CSY has not been educationally proven through substantiated research to provide a better "delivery system" than the present structure.

A favorable reception to the concept of CSY increased in the higher grade levels. Results of the survey indicated that males working in the secondary schools were much more in favor than females. Many who are employed in the City's elementary schools have school-age children.

Finally, we can assume that a voluntary program with multiple contract options would receive the support of sufficient staff members to insure the successful implementation of a CSY in the Cranston School System.

VIEWPOINTS

Below are quotations from various staff members which are representative of many who commented to the Project Pacesetter Office in regard to the CSY Program.

- "Some obvious benefits I can see are:

  a) more practical use of City facilities
  b) better opportunity for professionals to work at their true vocation--year-round
  c) less rigid schedules and programs to allow students to possibly work at their own rate and take full advantage of an "open" school and possibly even auditing courses for one's own betterment"

- "Summer courses and summer requirements would have to be altered, if not by the colleges, then by me. I don't really know what to expect. As it is now, I have enough trouble trying to work courses around National Guard duty."

- "Some regularly scheduled activities might well be scheduled during summer months to keep our public buildings in use. However, the weather indicates a varied program not a traditional academic program of study might well be advisable."

- "There must be time for study, planning, relaxation and change from the continuous responsibility of managing a classroom. Some innovative curriculum planning, research and program exploration might well be initiated with a more flexible time schedule."

- "By June, the children have reached their "absorption level." They need an <u>extended</u> vacation period."

- "The necessary equipment must be installed to insure success of the program. Air-conditioning is a must. I don't want to teach during the hot summer months."

- "Elimination of <u>new</u> building programs.

  Keeping children out of trouble resulting from boredom. I feel the summer is too long.

  Much more relaxing for the teacher--elimination of the May-June exhaustion. Having taught in a 12-month trimester system, I know this to be true"

PUBLIC SURVEY

In seeking to assess the feelings of the community-at-large regarding Project Pacesetter and the concept of the Continuous School Year, the Office of the Cranston City Planner was asked to select at random a 10% sampling of all households in the City of Cranston. The city planner concentrated on obtaining an even distribution of households based on geographical location and type of dwelling (single unit, multiple unit, apartment complex). Two thousand three hundred and sixty-four (2,364) addresses were chosen, and each residence was mailed an introductory letter, a twenty-four (24) question survey, a blank sheet for written comments, and a return stamped, self-addressed envelope. One hundred and thirty-four (134) were returned by the post office for reasons such as unoccupied dwellings or changed addresses. Over a five week period, Project Pacesetter received six hundred and twenty-nine (629) completed questionnaires and this total represents a 28.6% response to the survey.**

Completed questionnaires were forwarded to the University of Rhode Island Curriculum Research and Development Center for computer analysis and cross tabulation.

The following is a summary of selected observations and an attempt to highlight the most meaningful data related to Project Pacesetter. The totals for each response are included in the sample survey of this section. The complete statistical data, which is very extensive, is available for examination through the office of the Cranston School Department.

OBSERVATIONS

The following observations are based on the cross-tabulated statistical analyses of the results of the Public Survey and suggest some of the major implications of this study.

1. Project Pacesetter was initiated in October, 1971. By January, 1972, 62.1% of the respondents had some understanding of the Project.

2. Of the various methods of dissemination, newspaper articles and word-of-mouth were the two most significant means of communicating information regarding the Project.

**A national average for response to surveys of this sort is approximately 35% return.

3. Respondents were divided equally on whether they would seek further information by attending public meetings on the Project if such were held. Approximately 48% responded "Yes." An additional 48% answered "No."

4. While 34.3% of those responding are in favor of the "continuous progress" concept, 37% expressed opposition to this approach. These percentages, when compared to the 24.3% remaining neutral, seem to suggest a balanced reaction to this educational philosophy.

5. 54.8% of those responding favor the use of the Cranston school facilities on a 10 month basis. 17.2% are in favor of a 12 month calendar, and 23.1% are undecided or neutral.

6. Of those people who favor a 10 month school year, 55.7% are opposed to the concept of continuous progress learning. Conversely, 84.3% of those approving a 12 month school year endorse the continuous progress concept.

7. In selecting from a list of 12 major concerns, respondents indicated that their greatest concern (55.3%) was related to the impact on family life of a CSY program. Second in the list of concerns (49%) were the cost factors, and third, (48.8%) was vacation time. Of least concern to the respondents were recreation and sports, special education, and extra-curricular activities, with approximately 28% responding in each category.

8. 69.4% of all respondents indicated that they have pre-school or school age children. 79.5% of those with school age children have children in Cranston public schools. Of these, only 17% have children who will attend Western Hills Junior High School or Cranston High School West on or by the proposed dates of implementation.

9. A two to three week vacation period per year is available to 66.1% of the husbands responding and to 63% of the working wives. More than one-third have four or more weeks of vacation.

10. 64.2% of the husbands responding have some choice as to when they take vacation time. This percentage is in conflict with other data which indicates that only 26.3% of the working wives have the same opportunity to select vacation periods.

11. The months of July and August were indicated as the favored vacation times. 58.4% and 45.3% of the respondents ordinarily take their vacation during these periods.

12. Although it was indicated that the majority of people could select their vacation time, only 25% would arrange their vacation schedule to include non-summer months.

13. 74.7% of the respondents indicated that they do not own or rent a vacation home. Of those who do own or rent vacation homes, 53% are located in Rhode Island and the remainder are all within the New England region.

14. 83.5% of the children of those parents answering the survey do not presently participate in any summer educational programs. Allied to this statistic is the fact that 68.4% of the children do not attend any form of summer day/residence camp.

15. Most of the people answering the survey (71.9%) indicated that their children were sufficiently occupied with their present summer schedule.

16. 40% of the people took the time to demonstrate sincere concern for the Project by writing their reactions, questions, and opinions on the extra sheet provided for comments.

PUBLIC QUESTIONNAIRE

1. HOW MUCH DO YOU CURRENTLY KNOW ABOUT THE CONTINUOUS SCHOOL YEAR CONCEPT OR PROJECT PACESETTER IN CRANSTON?

	Number	Percent
I know very little	222	35.3
I know something about it but have some unanswered questions	304	48.3
I know a great deal	87	13.8
No response	16	2.6

2. HAVE ANY OF THE FOLLOWING HELPED YOU LEARN ABOUT THE CONTINUOUS SCHOOL YEAR CONCEPT IN CRANSTON?

	YES		NO		NO RESPONSE	
	No.	%	No.	%	No.	%
Public meetings	122	19.4	480	76.3	27	4.3
Newspaper articles	526	83.6	81	12.9	22	3.5
Brochures	97	15.4	501	79.7	31	4.9
Staff members of the Cranston schools	121	19.2	478	76.0	30	4.8
Word of mouth	331	52.0	270	43.0	27	4.3
Speakers from Project Pacesetter	108	17.2	488	77.6	33	5.2

3. DO YOU PLAN TO ATTEND ANY MEETINGS IN THE FUTURE WHERE THE CONTINUOUS SCHOOL YEAR CONCEPT WILL BE EXPLAINED?

	Number	Percent
Yes	306	48.6
No	302	48.0
No Response	21	3.3

4. HOW DO YOU FEEL ABOUT THE EDUCATIONAL CONCEPT OF CONTINUOUS PROGRESS IN LEARNING?

	Number	Percent
Strongly in favor/somewhat in favor	216	34.3
Neutral or undecided	153	24.3
Somewhat opposed/strongly opposed	233	37.0
No response	27	4.3

PUBLIC QUESTIONNAIRE (Continued)

5. DO YOU FAVOR THE USE OF SCHOOLS ON A 12 MONTH OR 10 MONTH BASIS?

	Number	Percent
12 month use	108	17.2
10 month use	345	54.8
Neutral or undecided	145	23.1
No response	31	4.9

6. REGARDING THE CONTINUOUS SCHOOL YEAR MANY CRANSTON RESIDENTS HAVE EXPRESSED SOME CONCERN ABOUT SOME OF THE FOLLOWING ITEMS RELATED TO YEAR-ROUND SCHOOLS. FOR EACH ONE WOULD YOU INDICATE WHETHER IT IS A GREAT CONCERN, A MINOR CONCERN, OR NOT A CONCERN AT ALL: TO YOU AND YOUR HOUSEHOLD:

	A Great Concern		A Minor Concern		Not A Concern At All		No Response	
	No.	%	No.	%	No.	%	No.	%
Vacation periods	307	48.8	164	26.1	96	15.3	62	9.9
College admissions	216	34.3	127	20.2	167	26.6	119	18.9
Grading	193	30.7	152	24.2	157	25.0	127	20.2
Recreation/ sports	176	28.0	205	32.6	134	21.3	114	18.1
Curriculum	239	38.0	122	19.4	127	20.2	141	20.4
Special education	173	27.5	150	23.8	165	26.2	141	22.4
Summer employment or part-time	242	34.8	136	21.6	147	23.4	104	16.3
Cost	308	49.0	123	19.6	83	13.2	115	18.3
Effect on family life	348	55.3	109	17.3	88	14.0	84	13.4

PUBLIC QUESTIONNAIRE (Continued)

	A Great Concern		A Minor Concern		Not A Concern At All		No Response	
	No.	%	No.	%	No.	%	No.	%
Extra-curricular activities	175	27.8	188	29.9	136	21.6	130	20.7
Climate control	223	35.5	121	19.2	77	12.3	208	33.1
Proposed starting date (July 1972)	225	35.8	115	8.3	99	15.7	190	30.2

7. DO YOU HAVE CHILDREN OF SCHOOL OR PRE-SCHOOL AGE?

	Number	Percent
Yes	431	69.4
No	190	30.6

8. DO YOU PRESENTLY HAVE CHILDREN ENROLLED IN SCHOOL?

	Number	Percent
Yes	388	90.2
No	42	9.8

9. IF YOU DO HAVE CHILDREN IN SCHOOL, WHAT TYPE?

	Number	Percent
Cranston public school	342	79.5
Other public school	1	0.2
Private or parochial	27	6.3
Both public and private or parochial	10	2.3
No response	50	11.6

10. DO YOU HAVE A CHILD OR CHILDREN WHO WILL BE ATTENDING CRANSTON HIGH SCHOOL WEST AS OF JULY 1, 1972?

	Number	Percent
Yes	75	17.4
No	348	80.9
No Response	7	1.6

11. DO YOU HAVE A CHILD OR CHILDREN WHO WILL BE ATTENDING WESTERN HILLS JUNIOR HIGH SCHOOL AS OF JANUARY 1, 1973?

	Number	Percent
Yes	69	16.0
No	348	80.9
No Response	13	3.0

12. HOW MANY WEEKS OF VACATION DOES THE HUSBAND IN YOUR HOUSEHOLD RECEIVE?

	Number	Percent
0 weeks	6	1.4
About 1 week	47	10.9
About 2 weeks	143	33.3
About 3 weeks	98	22.8
About 4 weeks	64	14.9
More than 4 weeks	47	10.9
Not employed	4	0.9
No response	21	4.9

13. IF THE WIFE OF YOUR HOUSEHOLD IS EMPLOYED, HOW MANY WEEKS OF VACATION DOES SHE RECEIVE?

	Number	Percent
About 1 week	17	4.0
About 2 weeks	67	15.6
About 3 weeks	31	7.2
About 4 weeks	17	4.0
More than 4 weeks	89	20.7
Not employed	158	36.8
No response	50	11.6

14. CAN THE HUSBAND OF THE HOUSEHOLD CHOOSE HIS VACATION PERIOD?

	Number	Percent
Yes, he can choose any time	122	28.6
Yes, but there are certain times of the year that he cannot have for vacation	152	35.6
No, he cannot choose the period	130	30.4
No response	23	5.4

15. IF THE WIFE OF THE HOUSEHOLD IS EMPLOYED, CAN SHE CHOOSE THE VACATION PERIOD?

	Number	Percent
Yes, she can choose any time	55	12.8
Yes, but there are certain times of the year that she cannot have for vacation	58	13.5
No, she cannot choose the vacation period	66	15.3
No response	251	58.4

16. DURING WHICH MONTH DO YOU ORDINARILY TAKE YOUR VACATION?

	YES		NO		NO RESPONSE	
	No.	%	No.	%	No.	%
January	9	2.1	405	94.2	16	3.7
February	24	5.6	391	90.9	15	3.5
March	6	1.4	409	95.1	15	3.5
April	6	1.4	409	95.1	15	3.5
May	3	0.7	412	95.8	15	3.5
June	28	6.5	387	90.0	15	3.5
July	251	58.4	164	38.1	15	3.5
August	195	45.3	220	51.2	15	3.5
September	12	2.8	403	93.7	15	3.5
October	10	2.3	405	94.2	15	3.5
November	5	1.2	410	95.3	15	3.5
December	20	4.7	395	91.9	15	3.5
It varies from year to year	77	17.9	338	78.8	14	3.3

17. IF IT WERE POSSIBLE, WOULD YOU TAKE A VACATION IN THE FALL, WINTER, OR SPRING INSTEAD OF THE SUMMER?

	Number	Percent
Yes	111	25.9
No	234	54.5
I already do take vacations in those seasons	57	13.3
No response	27	6.3

PUBLIC QUESTIONNAIRE (Continued)

18. DO YOU OWN A VACATION HOME OR RENT?

	Number	Percent
No	321	74.7
Yes, summer	77	17.9
Winter	5	1.2
Both summer and winter	11	2.6
Other	5	1.2
No response	11	2.6

19. IN WHAT STATE IS IT LOCATED?

	Number	Percent
Rhode Island	44	53.0
Massachusetts	4	4.8
Connecticut	2	2.4
Maine	5	6.0
Vermont	3	3.6
New Hampshire	7	8.4
Other	2	2.4
No response	16	19.3

20. DO YOUR CHILDREN ATTEND SOME FORM OF SCHOOL DURING THE SUMMER RECESS?

	Number	Percent
Yes, enrichment	15	3.5
Yes, credit	5	1.2
Yes, special interest	21	4.9
Yes, other	11	2.6
No	359	83.5
No response	19	4.5

21. DO YOUR CHILDREN ATTEND SUMMER CAMP?

	Number	Percent
Yes, day camp	53	12.4
Yes, resident camp	44	10.3
Yes, sports camp	10	2.3
No	295	68.8
No response	27	6.3

22. DO YOUR CHILDREN PARTICIPATE IN CLCF OR SIMILAR ACTIVITIES?

	Number	Percent
Yes	98	22.8
No	294	68.4
No Response	38	8.8

23. DO YOUR CHILDREN HAVE SUFFICIENT ACTIVITIES TO KEEP THEM OCCUPIED DURING THE TEN WEEK SUMMER RECESS?

	Number	Percent
Yes	309	71.9
No	59	13.7
Neutral or undecided	44	10.2
No response	17	4.0

IMPRESSIONS

There appears to be considerable knowledge and interest regarding Project Pacesetter. Through its response to the Public Survey, the Cranston residents demonstrated an awareness of Project Pacesetter and its objectives.

Responses to the poll indicate that of all the dissemination methods used by the Pacesetter staff, the most effective were press releases and newspaper articles. Public discussion of the Project was of sufficient scope to keep Project Pacesetter in the press and on the minds of Cranston citizens for several months before this survey was taken.

Although the staff of Project Pacesetter felt that a major component of the CSY program should be curriculum development and the educational gains which such a program could offer, the Cranston community indicated that its major concerns were primarily family life and costs and not curriculum advancement.

During several of the public meetings, many citizens expressed concern regarding the effects of summer heat on the learning process. This concern was again expressed in the Public Survey by 35.5% of the respondents.

Although a significant percentage of citizens indicated a negative opinion toward a 12 month CSY, it does not appear that any particular interest group predominates.

Since Cranston West and Western Hills were the schools chosen for implementation, it was felt that parents of students attending those schools would be primary resistors; but, more than 80% of the respondents to the survey do not have children who would be affected by the initial stages of the CSY. Apparently the concerns expressed were made by those who would be affected in the long-range planning and not in the near future.

The majority of those citizens who responded to the survey would either immediately or eventually be involved in any CSY Program. This majority concists of parents of pre-school children (70%) or school age children (90%). It appears that because of the involvement of their own families these parents showed a much greater interest than citizens who did not foresee any personal participation in the Project.

Overall, most parents responding felt that there were sufficient summer activities to keep their children occupied beyond an additional educational experience.

The patterns of responses would suggest a close correlation between CSY program and a continuous progress approach. Those who favor a CSY are also in favor of a continuous learning concept. Those who oppose one seem to oppose the other.

The frequently voiced concern that a CSY program would be a great disruption to people's vacation patterns was not reinforced by the data collected. Significant numbers of respondents indicated considerable flexibility in both length of vacation time and seasons during which vacations could be taken. There is, however, a marked reluctance to change existing patterns.

Ownership or rental of summer homes would not appear to be of major consequence in determining vacation habits, for most people responding do not own or rent summer homes.

Similarly, involvement in summer camps and summer educational experiences seems to present fewer obstacles to implementation of a CSY program than anticipated. A majority of the respondents indicated that a low percentage of students were involved in either type of experience.

VIEWPOINTS

Quoted below are some comments which are representative of the range of written opinions received by the Project Pacesetter office as they relate to this survey.

- "I certainly feel that continuous use of the schools is a must to get returns from investments in schools. By using them throughout the year, vacations could still be held by allowing a few out at each session."
- "We must by all means find a more profitable way of saving costs."
- "Continuous school year will be continuous pressure. A ten week summer vacation makes our children want to return to school. They have had their fun and change of pace and are eager to get into the classroom once again. A child that is not happy in what he or she is doing usually is a complete failure. Slow down!"
- "I think the schools should be open during the summer for those who want to get ahead (especially those preparing for college). I really (think) there would be many children who would take advantage of it."

- "We strongly believe that the school year should remain as is. The two months they have off in the summer months help them to unwind and be just children. The tensions in this day and age are great and the young have to have time to be just children...The months of July and August are usually very hot and humid and no one can do his best while sitting in a hot and sticky classroom. If this school year round were to come up for a vote, we would oppose it."

- "There is too much money tied up in school to have them unused such a large portion of the year. Children tend to forget things during a long vacation. I think the decision should be based on what is best for the children not what is most convenient for the parents."

- "We will consider moving if the Project Pacesetter goes through."

- "As a taxpayer, I feel the teachers could be paid a fair salary in a 12 month basis. The children would be happier having something to keep busy with during the summer and vandalism to the vacant schools would be discouraged."

- "To my family summer is the time most looked forward to. It is a time spent together doing many things--vacationing, boating, bathing at the beaches, etc. It is by far a more valuable experience than the whole 10 months of schooling."

- "Although our daughter is only a year old, we think this is a good idea. I don't think most children have enough to occupy them all year."

- "I think summer sessions should be flexible to allow for family vacations."

- "We feel that at this time we do not want to change our way of living. We are very definitely opposed to any change in the schedule--the students opportunities for summer and after-school employment would also be greatly reduced."

- "My greatest fear is the threat to family life during the parents' vacation period. The family structure has been declining particularly during this last decade and I fear year-round school would severely cripple what is left of the family structure."

- "Strongly in favor of five-quarters instead of traditional four quarters of the school year. Leads to individualized instruction, greater depth of instruction, classes less crowded, better teacher pupil ratio, time to study in weak areas, time to dtudy non-academic subjects for future leisure, better use of already spent tax dollar--buildings and equipment, more summer sports--golf, swimming, sailing, tennis, etc.

IX

COST ANALYSIS

The Cost Analysis Council was established in November, 1971, for the purpose of projecting and analyzing the costs of the proposed Cranston Quadricycle Program. These costs were to be determined on the basis of a comparison between the budgetary line items of the traditional school year and the anticipated expenses of the Continuous School Year. Both Cranston West and Western Hills were included in the cost analysis, and it is felt that data derived from an analysis of these schools can be used to project possible costs of implementing year-round plans in other Cranston schools.

The study of these schools, therefore, compares costs of administering, maintaining, and staffing these schools under a traditional school year plan and the continuous school year plan.

The report that follows is in three sections. They are:

I Analysis of teachers' salaries and fringe benefits

II Analysis of other costs incurred in administering and maintaining these schools

III A summary combining teaching costs with other school costs.

It became immediately apparent to the Director of Project Pacesetter that the cost of teachers' salaries is of major importance because of the many variables involved and the significant percentage of the total school budget that this account represents. These salaries were computed by three different methods, any one of which could be utilized during the 1972-1973 school year.

The cost analysis data was gathered by utilizing a procedure developed by a consultant from the University of Rhode Island, the Cost Advisory Council and the school administrators. Once the costs for operating Cranston West and Western Hills for 1971-1972 were extracted from the total education budget, the data was then adjusted to reflect expected school costs in the 1972-1973 budget.

It is important that the individual reader consider carefully the schedules, notes, inferences, and assumptions, for they all are integral parts of the cost analysis.

SECTION I

ANALYSIS OF TEACHERS' SALARIES AND FRINGE BENEFITS

The first section of the report explains the method of computing teacher salaries for the traditional school year plan and the projected teacher costs under a Quadricycle plan.

EXPLANATION OF SCHEDULE I-A AND SCHEDULE I-B

Schedule I-A refers to Cranston West, and Schedule I-B refers to Western Hills. These schedules are based on 1971-1972 traditional school year costs for teachers. Salaries for 1972-1973 were estimated by allowing step increases of $500 for qualifying teachers and by giving all teachers a 5.5% cost of living increase on their basic salary. Once the projected teacher cost for 1972-1973 was known, the average salary per teacher was computed. This average salary, without fringe benefits and coaches' salaries is $11,200 for Cranston West and $10,065 for Western Hills.

EXPLANATION OF TEACHER SALARY SCHEDULES

Teachers' salaries for 1972-1973 were projected under three different assumptions which are indicated in schedules II through IV. Such schedules compare instructional salaries and fringe benefits for traditional and continuous school year plans.

Teachers' salaries as shown in Schedules I-A and I-B serve as a basis for all projections.

Cranston West and Western Hills have 19.5 special staff members each. This staff is composed of art, home economics, guidance, music, etc. teachers. This study assumes that the number of such staff members cannot be reduced with a continuous school year.

Fringe benefits such as Blue Cross, retirement contributions, and survivor benefits are included in these schedules. As teachers' Blue Cross is currently paid for a calendar year, no increase would result from an extended school year.

Schedule I-A

CRANSTON WEST

Calculation of Average Teacher's Salary
for Traditional School Year

For the Year 1972-73

		Basic Salary	Advanced Degrees	Extracurricular Activities	Total
1971-72 School Year		$804,650	$20,800	$6,530	$835,963
Average Step Increment for 1972-73	$500				
Number of Teachers Not On Maximum Receiving Annual Step Increases	52				26,000
Basic Salary for 1972-73 Increased 5.5% for Cost of Living:					
$804,650 basic salary X 5.5%					44,255
Total Estimated Salary Cost for 1972-73 (excluding fringe benefits)					$906,218
Number of Teachers = 81					
Average Salary per Teacher Approximately					$ 11,200

Schedule I-B

WESTERN HILLS

Calculation of Average Teacher's Salary
for Traditional School Year

For the Year 1972-73

		Basic Salary	Advanced Degree	Extra-Curricular Activities	Other	Total
1971-72 School Year		$633,920	$11,700	$3,700	$1,979	$651,299
Average Step Increment for 1972-73	$500					
Number of Teachers Not On Maximum Receiving Annual Step Increases	57					28,500
Basic Salary for 1972-73 Increased 5.5% for Cost of Living: $633,920 basic salary X 5.5%						34,865
Total Estimated Salary Cost for 1972-73 (excluding fringe benefits)						$714,664
Number of Teachers = 71						
Average Salary per Teacher Approximately						$ 10,065

All schedules designated "A" refer to Cranston West and those designated "B" refer to Western Hills.

EXPLANATION OF SCHEDULE II-A (CRANSTON WEST) AND II-B (WESTERN HILLS)

These assumptions underly Schedules II-A and II-B:

All classes will utilize a multi-entry system of enrollment.

The continuous progress concept of learning will be used.

The average class size in each department will remain the same under the Quadricycle Plan as under the current school year.

Each class enrollment will strive for a 25% representation from each group (A, B, C, D).

All classes will enroll 25% more students than the present class size; since, however, 25% of all students are on vacation at any one time, the total number of students present will not change.

As the teacher/pupil ratio decreases, depending on the schedule used, more staff members would need to select extended year contracts.

Schedule II-A and II-B assume that the average class size for each department, which varied from a ratio of 19 to 1 in foreign languages to a ratio of 26 to 1 in social studies, will not change under the CSY Plan. The number of teachers needed for the CSY was determined by reducing the number of planned sections for 1972-73 for each academic department by 25 percent and then dividing by 5, since each teacher is assigned 5 sections.

Schedule II-A indicates that 12.6 English teachers are needed under a traditional school year, but only 9.6 are required for a continuous school year. Using the English Department as an example, Column 1 of Schedule II-A shows the total cost of English teachers' salaries in a standard school year, based on an average ten-month salary of $11,200 excluding fringe benefits.

Column 2 of Schedule II-A shows teacher costs for an additional sixty days.

Column 3 of the same schedule shows the saving using the present salary.

The remaining columns are based on Column 2 and indicate salary costs when raises of 15, 18, or 20 percent are given.

Columns 3, 6, 9, and 12 of Schedules II-A and II-B show cost savings resulting from the CSY.

As can be seen from Schedules II-A and II-B, special staff costs increase under the CSY plan, since it is felt that the number of these staff members cannot be reduced under a continuous school year.

Schedule II-A

CRANSTON WEST
COMPARISON OF TEACHERS' SALARIES
TRADITIONAL AND EXTENDED SCHOOL YEAR
FOR THE YEAR 1972 - 1973

Column	1	2	3	4	5
	Traditional Cost	Present Salary	Saving Over Traditional	Raise 15%	Total Cost Of Teachers
Regular Teachers					
English					
12.6 x 11,200	141120.00				
9.6 x 11,200		107520.00	33600.00	16128.00	123648.00
Science					
9.2 x 11,200	103040.00				
7 x 11,200		78400.00	24640.00	11760.00	90160.00
Social Studies					
9.6 x 11,200	107520.00				
7.2 x 11,200		80640.00	26880.00	12096.00	92736.00
Mathematics					
10 x 11 200	112000.00				
7.6 x 11,200		85120.00	26880.00	12768.00	97888.00
Languages					
8.4 x 11,200	94080.00				
6.4 x 11,200		71680.00	22400.00	10751.00	82431.00
Business					
6.6 x 11,200	73920.00				
5 x 11,200		56000.00	17920.00	8400.00	64400.00
Industrial Arts					
5.4 x 11,200	60480.00				
4.2 x 11,200		47040.00	13440.00	7056.00	54096.00
Special Staff					
19.5 x 11,200	218400.00	218400.00	-0-	32760.00	251160.00
Sub Total	910560.00	744800.00	165760.00	111719.00	856519.00
Fringe Benefits	73000.00	66000.00	7000.00	-0-	65400.00
Total	$983560.00	$810800.00	$173760.00	$111719.00	$921919.00

Schedule II-A (Continued)

6	7	8	9	10	11	12
Saving Over Tradi-tional	Raise 18%	Total Cost Of Teachers	Saving Over Tradi-tional	Raise 20%	Total Cost Of Teachers	Saving Over Tradi-tional
17472.00	19354.00	126874.00	14246.00	21504.00	129024.00	12096.00
12880.00	14112.00	92512.00	10528.00	15680.00	94080.00	8960.00
14784.00	14515.00	95155.00	12365.00	16128.00	96768.00	10752.00
14112.00	15322.00	100442.00	11558.00	17024.00	102144.00	9856.00
11649.00	12902.00	84582.00	9498.00	14336.00	86016.00	8064.00
9520.00	10080.00	66080.00	7840.00	11200.00	67200.00	6720.00
6384.00	8467.00	55507.00	4973.00	9408.00	56448.00	4032.00
(32760.00)	39312.00	257712.00	(39312.00)	43680.00	262080.00	(43680.00)
54041.00	134064.00	878864.00	31696.00	148960.00	893760.00	16800.00
7600.00	-0-	66400.00	6600.00	-0-	67100.00	5900.00
$61641.00	$134065.00	$945264.00	$38296.00	$148960.00	$960860.00	$22700.00

Schedule II-B

WESTERN HILLS
COMPARISON OF TEACHERS' SALARIES
TRADITIONAL AND EXTENDED SCHOOL YEAR
FOR THE YEAR 1972 - 1973

Column	1	2	3	4	5
	Traditional Cost	Present Salary	Saving Over Traditional	Raise 15%	Total Cost Of Teachers
Regular Teachers					
English					
11.2 x 10,065	112728.00				
8.4 x 10,065		84546.00	28182.00	12682.00	97228.00
Science					
10.8 x 10,065	108702.00				
8.2 x 10,065		82533.00	26169.00	12380.00	94913.00
Social Studies					
10.8 x 10,065	108702.00				
8.2 x 10,065		82533.00	26169.00	12380.00	94913.00
Mathematics					
11.2 x 10,065	112728.00				
8.4 x 10,065		84546.00	28182.00	12682.00	97228.00
Languages					
5 x 10,065	50325.00				
3.8 x 10,065		38247.00	12078.00	5737.00	43984.00
Business					
1 x 10,065	10065.00				
1 x 10,065		10065.00	-0-	1510.00	11575.00
Industrial Arts					
4 x 10,065	40260.00				
3.4 x 10,065		34221.00	6039.00	5133.00	39354.00
Special Staff					
19.5 x 10,065	196267.00	196267.00	-0-	29440.00	225707.00
Sub Total	739777.00	612958.00	126819.00	91944.00	704902.00
Fringe Benefits	63000.00	52300.00	10700.00	-0-	56400.00
Total	$802777.00	$665258.00	$137519.00	$91944.00	$761302.00

Schedule II-B (Continued)

6	7	8	9	10	11	12
Saving Over Tradi-tional	Raise 18%	Total Cost Of Teachers	Saving Over Tradi-tional	Raise 20%	Total Cost Of Teachers	Saving Over Tradi-tional
15500.00	15218.00	99764.00	12964.00	16909.00	101455.00	11273.00
13789.00	14856.00	97389.00	11313.00	16507.00	99040.00	9662.00
13789.00	14850.00	97389.00	11313.00	16507.00	99040.00	9662.00
15500.00	15218.00	99764.00	12964.00	16909.00	101455.00	11273.00
6341.00	6884.00	45131.00	5194.00	7649.00	45896.00	4429.00
(1510.00)	1812.00	11877.00	(1812.00)	2013.00	12078.00	(2013.00)
906.00	6160.00	40381.00	(121.00)	6844.00	41065.00	(805.00)
(29440.00)	35328.00	231595.00	(35328.00)	39253.00	235520.00	(39253.00)
34875.00	110332.00	723290.00	16487.00	122591.00	735549.00	4228.00
6600.00	-0-	57200.00	5800.00	-0-	57800.00	5200.00
$41475.00	$110332.00	$780490.00	$22287.00	$122591.00	$793349.00	$9428.00

EXPLANATION OF SCHEDULES III-A AND III-B

These schedules are very similar to previous ones included in this report. The only difference is that under the continuous school year, the number of teachers in departments larger than five was increased by 10 percent, and the number of teachers in departments with 5 or less under the continuous school year was increased 15 percent. These 10 and 15 percent increases in the number of teachers will provide better education for students as it will decrease the teacher/pupil ratio as it exists under the present program. One can see from Schedule III-A that 12.6 English teachers are needed under the traditional school year. Under the CSY Plan, 9.6 English teachers are needed. Since the English Department is larger than 5 teachers under the continuous school year, 10 percent more teachers are added to this department indicating a gain of .9% of one teacher.

Once the numbers of teachers were determined, raises of 15, 18, and 20 percent were assumed as in Schedules II-A and II-B. Again, Schedules III-A and III-B assume that the number of special staff teachers cannot be reduced.

Columns 3, 6, 9, and 12 indicate the projected salary savings associated with the CSY plan and the assumptions underlying Schedules III-A and III-B.

Schedule III-A

CRANSTON WEST
COMPARISON OF TEACHERS' SALARIES
TRADITIONAL AND EXTENDED SCHOOL YEAR
FOR THE YEAR 1972 - 1973

Column	1	2	3	4	5
	Traditional Cost	Present Salary	Saving Over Traditional	Raise 15%	Total Cost Of Teachers
Regular Teachers					
English					
12.6 x 11,200	141120.00				
9.6+1=10.6x11200		118720.00	22400.00	17808.00	136528.00
Science					
9.2 x 11,200	103040.00				
7+.7=7.7x11200		86240.00	16800.00	12936.00	99176.00
Social Studies					
9.6 x 11,200	107520.00				
7.2+.7=7.9x11200		88480.00	19040.00	13272.00	101752.00
Mathematics					
10 x 11,200	112000.00				
7.6+.8=8.4x11,200		94080.00	17920.00	14112.00	108192.00
Languages					
8.4 x 11,200	94080.00				
6.4+.6=7x11200		78400.00	15680.00	11760.00	90160.00
Business					
6.6 x 11,200	73920.00				
5+.8=5.8x11200		64960.00	8960.00	9744.00	74704.00
Industrial Arts					
5.4 x 11,200	60480.00				
4.2+.6=4.8x11200		53760.00	6720.00	8064.00	61824.00
Special Staff					
19.5 x 11,200	218400.00	218400.00	-0-	32760.00	251160.00
Sub Total	910560.00	803040.00	107520.00	120456.00	923496.00
Fringe Benefits	73000.00	65100.00	7900.00	-0-	70500.00
Total	$983560.00	$868140.00	$115420.00	$120456.00	$993996.00

Schedule III-A (Continued)

6	7	8	9	10	11	12
Saving Over Tradi-tional	Raise 18%	Total Cost Of Teachers	Saving Over Tradi-tional	Raise 20%	Total Cost Of Teachers	Saving Over Tradi-tional
4592.00	21370.00	140090.00	1030.00	23744.00	142464.00	(1344.00)
3864.00	15523.00	101763.00	1277.00	17248.00	103488.00	(448.00)
5768.00	15926.00	104406.00	3114.00	17696.00	106176.00	1344.00
3808.00	16934.00	111014.00	986.00	18186.00	112896.00	(896.00)
3920.00	14112.00	92512.00	1568.00	15680.00	94080.00	-0-
(784.00)	11693.00	76653.00	(2733.00)	12992.00	77952.00	(4032.00)
(1344.00)	9677.00	63437.00	(2957.00)	10752.00	64512.00	(4032.00)
(32760.00)	39312.00	257712.00	(39312.00)	43680.00	262080.00	(43680.00)
(12936.00)	144547.00	947587.00	(37027.00)	160608.00	963648.00	(53088.00)
2500.00	-0-	71600.00	1400.00	-0-	72400.00	600.00
($10436.00)	$144547.00	$1019187.00	($35627.00)	$160608.00	1036048.00	($52488.00)

Schedule III-B

WESTERN HILLS
COMPARISON OF TEACHERS' SALARIES
TRADITIONAL AND EXTENDED SCHOOL YEAR
FOR THE YEAR 1972 - 1973

Column	1	2	3	4	5
	Traditional Cost	Present Salary	Saving Over Traditional	Raise 15%	Total Cost Of Teachers
Regular Teachers					
English 11.2 x 10,065 8.4+.8=9.2x10065	112728.00	92598.00	20130.00	13889.00	106487.00
Science 10.8 x 10,065 8.2+.8=9x10065	108702.00	90585.00	18117.00	13587.00	104167.00
Social Studies 10.8 x 10,065 8.2+.8=9x10065	108702.00	90585.00	18117.00	13587.00	104167.00
Mathematics 11.2 x 10,065 8.4+.8=9.2x10065	112728.00	92598.00	20130.00	13889.00	106487.00
Languages 5 x 10,065 3.8+.6=4.2x10065	50325.00	42273.00	8052.00	6340.00	48613.00
Business 1 x 10,065 1+.2=1.2x10065	10065.00	12078.00	(2013.00)	1811.00	13889.00
Industrial Arts 4 x 10,065 3.4+.5=3.9x10065	40260.00	39254.00	1006.00	5888.00	45142.00
Special Staff 19.5 x 10,065	196267.00	196267.00	-0-	29440.00	225707.00
Sub Total	739777.00	656238.00	83539.00	98431.00	754659.00
Fringe Benefits	63000.00	55900.00	7100.00	-0-	60400.00
Total	$802777.00	$712138.00	$90639.00	$98431.00	$815059.00

Schedule III-B (Continued)

6	7	8	9	10	11	12
Saving Over Tradi-tional	Raise 18%	Total Cost Of Teachers	Saving Over Tradi-tional	Raise 20%	Total Cost Of Teachers	Saving Over Tradi-tional
6241.00	16667.00	109265.00	3463.00	18520.00	111118.00	1610.00
4535.00	16305.00	106890	1812.00	18117.00	108702.00	-0-
4535.00	16305.00	106890.00	1812.00	18117.00	108702.00	-0-
6241.00	16667.00	109265.00	3463.00	18520.00	111118.00	1610.00
1712.00	7609.00	49882.00	443.00	8455.00	50728.00	(403.00)
(3824.00)	2174.00	14252.00	(4187.00)	2415.00	14493.00	(4428.00)
(4882.00)	7066.00	46320.00	(6060.00)	7851.00	47105.00	(6845.00)
(29440.00)	35328.00	231595.00	(35328.00)	39253.00	235520.00	(39253.00)
(14882.00)	118121.00	774359.00	(34582.00)	131248.00	787486.00	(47709.00)
2600.00	-0-	61400.00	1600.00	-0-	61800.00	1200.00
($12282.00)	$118121.00	$835759.00	($32982.00)	$131248.00	$849286.00	($46509.00)

EXPLANATION OF SCHEDULES IV-A AND IV-B

Schedules IV-A and IV-B assume that the standard number of teachers will not be reduced under the CSY plan. The schedules indicate salary costs if these teachers are given 15, 18, or 20 percent raises for working 240 days. The schedule indicates that this plan does not result in a savings over the traditional school year and in fact shows increased costs.

Since the same number of teachers would be employed 240 days under this schedule as in the traditional school year, there would be no savings in the teachers' salary account. The increase in the salary account would be equivalent to the 15, 18, or 20 percent increase as shown in the schedule.

This alternative allows for the greatest reduction in the teacher/pupil ratio and would provide the most significant educational gains.

Section II examines other costs of education.

Schedule IV-A

CRANSTON WEST
COMPARISON OF TEACHERS' SALARIES
TRADITIONAL AND EXTENDED SCHOOL YEAR
FOR THE YEAR 1972 - 1973

Column	1	2	3	4
	Traditional Cost	Raise 15%	Total Cost	Saving Over Traditional
Regular Teachers				
English 12.6 x 11,200	141120.00	21168.00	162288.00	N/A
Science 9.2 x 11,200	103040.00	15456.00	118496.00	N/A
Social Studies 9.6 x 11,200	107520.00	16128.00	123648.00	N/A
Mathematics 10 x 11,200	112000.00	16800.00	128800.00	N/A
Languages 8.4 x 11,200	94080.00	14112.00	108192.00	N/A
Business 6.6 x 11,200	73920.00	11088.00	85008.00	N/A
Industrial Arts 5.4 x 11,200	60480.00	9072.00	69552.00	N/A
Special Staff 19.5 x 11,200	218400.00	32760.00	251160.00	N/A
Sub Total	$910560.00	$136584.00	$1047144.00	($136584.00)
Fringe Benefits	73000.00	-0-	79000.00	(6000.00)
Total	$983560.00	$136584.00	$1126144.00	($142584.00)

Schedule IV-A (Continued)

5	6	7	8	9	10
Raise 18%	Total Cost	Saving Over Traditional	Raise 20%	Total Cost	Saving Over Traditional
25402.00	166522.00	N/A	28224.00	169344.00	N/A
18547.00	121587.00	N/A	20608.00	123648.00	N/A
19354.00	126874.00	N/A	21504.00	129024.00	N/A
20160.00	132160.00	N/A	22400.00	134400.00	N/A
16934.00	111014.00	N/A	18816.00	112896.00	N/A
13306.00	87226.00	N/A	14784.00	88704.00	N/A
10886.00	71366.00	N/A	12096.00	72576.00	N/A
39312.00	257712.00	N/A	43680.00	262080.00	N/A
$163901.00	$1074461.00	($163901.00)	$182112.00	$1092672.00	($182112.00)
	80000.00	(7000.00)		81000.00	(8000.00)
$163901.00	$1154461.00	($170901.00	$182112.00	$1173672.00	($190112.00)

Schedule IV-B

WESTERN HILLS
COMPARISON OF TEACHERS' SALARIES
TRADITIONAL AND EXTENDED SCHOOL YEAR
FOR THE YEAR 1972 - 1973

Column	1	2	3	4
	Traditional Cost	Raise 15%	Total Cost	Saving Over Traditional
Regular Teachers				
English 11.2 x 10,065	112728.00	16909.00	129637.00	N/A
Science 10.8 x 10,065	108702.00	16305.00	125000.00	N/A
Social Studies 10.8 x 10,065	108702.00	16305.00	125000.00	N/A
Mathematics 11.2 x 10,065	112728.00	16909.00	129637.00	N/A
Languages 5 x 10,065	50325.00	7548.00	57873.00	N/A
Business 1 x 10,065	10065.00	1510.00	11575.00	N/A
Industrial Arts 4 x 10,065	40260.00	6039.00	46299.00	N/A
Special Staff 19.5 x 10,065	196267.00	29440.00	225707.00	N/A
Sub Total	$739777.00	$110965.00	$850742.00	($110965.00)
Fringe Benefits	63000.00		68000.00	(5000.00)
Total	$802777.00		$918742.00	($115965.00)

Schedule IV-B (Continued)

5	6	7	8	9	10
Raise 18%	Total Cost	Saving Over Traditional	Raise 20%	Total Cost	Saving Over Traditional
20291.00	133019.00	N/A	22546.00	135274.00	N/A
19566.00	128268.00	N/A	21740.00	130442.00	N/A
19566.00	128268.00	N/A	21740.00	130442.00	N/A
20291.00	133019.00	N/A	22546.00	135274.00	N/A
9058.00	59383.00	N/A	10065.00	60390.00	N/A
1812.00	11877.00	N/A	2013.00	12078.00	N/A
7246.00	47506.00	N/A	8052.00	48312.00	N/A
35328.00	231595.00	N/A	39253.00	235520.00	N/A
$133160.00	$872935.00	($133160.00)	$147955.00	$887732.00	($147955.00)
	69000.00	(6000.00)		69600.00	(6600.00)
	$941935.00	($139160.00)		$957332.00	($154555.00)

SECTION II

The preceding schedule, Schedule V, located on page and the accompanying notes present costs for Cranston West and Western Hills for the 1972-1973 school year. Costs in this schedule are the costs of administering and maintaining such schools. Teachers' salaries and teachers' fringe benefits are not included here, but were discussed in the previous section of this report.

NOTE 1 (Page116)

The traditional school year costs for 1972-1973 represent an average increase of 7.5% above 1971-1972 costs. This increase will provide for higher administrative salaries and other increasing costs of administration due to the anticipated cost increases for 1972-1973.

The allocation of central administration costs was based on the total number of students in the system, their average daily attendance, and an equalizing factor of 1.3, which was used because national statistics suggest this ratio of secondary school costs to elementary school costs.

The extended school year at Cranston West and Western Hills will not increase costs in central administration, since these employees are currently paid on an annual basis; however, some financial consideration should be given to those school administrators involved in the CSY plan. In addition, the clerical employees work only a six-hour day during the summer. Any additional increased work from the continuous school year could be absorbed by an eight-hour day in the summer months.

NOTE 2 (Page 116)

This account includes school administrative and supervisory personnel costs, cost of textbooks, and other instructional materials, clerical salaries, and other supplies. It does not include costs of fringe benefits for employees.

The 1972-1973 amounts are based on 1971-1972 costs and adjusted for increased prices and an estimated 5.5% raise for clerical employees. The 1972-1973 textbook costs are included in this account as submitted to the School Committee.

The increase caused by year-round operation is based on the need to pay clerical workers for an additional seven weeks work. For this reason, a 20 percent increase in clerical salaries is included for year-round school operations. There are no other major cost increases anticipated in this account under the continuous school year.

NOTE 3 (Page 116)

The traditional school year costs for 1972-1973 are based on 1971-1972 costs. Salaries were increased 5.5% in arriving at 1972-1973 figures. Other operating costs of the school plant were increased from 2% to 4% to allow for rising prices in the 1972-1973 school year.

The major portion of the increased cost under the continuous school year is attributed to the need to hire two additional custodians and one additional matron at Cranston West. The Director of Buildings and Maintenance has indicated that additional employees will be needed to perform major custodial tasks during the continuous school year. These major tasks under the traditional school year could be performed during the summer months by regular personnel. The new custodians and matron will also be required to fill in for custodians and matrons on vacation.

NOTE 4 (Page 116)

Maintenance costs for 1971-1972 were compiled for Cranston West and Western Hills by the plant engineer's office. These costs were then raised by anticipated 8% for 1972-1973 because of the increased cost for plumbing, carpentry, and electrical work.

NOTE 5 (Page 116)

The traditional school year costs for 1972-1973 are assumed to be 5% higher than 1971-1972 costs. This increase will allow for higher Blue Cross rates and pension contributions.

The allocation of total fixed charges was based on the number of students in the system and the number of students in Cranston West and Western Hills.

The increased cost under an extended school year results from fringe benefits for new employees needed in the custodial operation of the schools under an extended year.

It must be emphasized that teachers' retirement fund, survivors' benefits, and Blue Cross costs are not included in the account. For comparison purposes, such costs are already included in the teachers' salary account.

NOTE 6 (Page 116)

The account includes student health care, cafeteria operation, and sports activities. The increase in this account for the continuous school year is caused by increased health costs. The cafeteria operation is self-supporting; costs for sports activities should not increase materially under a continuous school year.

NOTE 7 (Page 116)

The traditional school year costs for 1971-1972 were increased 6% for bus drivers' salaries and 3% for other bus costs. These increased amounts were used for projecting 1972-1973 transportation costs.

The allocation of total transportation was based on the total miles the buses traveled per day in relation to the bus miles traveled per day for the two schools under consideration. Once this ratio was established (approximately 3 to 1), the total cost of bus transportation was pro-rated. This cost amounts to approximately 63 cents per mile excluding special education bus transportation.

NOTE 8 (Page 116)

1972-1973 capital outlays are based on 1971-1972 and were increased 5% for rising prices.

The continuous school year should not increase the need for additional school equipment. It will make greater use on a 12-month basis of the idle equipment and other resources.

The bus costs for Cranston High School West and Western Hills were then determined by adding the number of students in each school riding the buses.

The continuous school year bus costs were determined by assuming that the buses would travel 20% fewer miles each day, but for 240 days rather than 180 days.

505 miles a day for 180 days = 90,900

505 miles reduced by 20% = 400 miles a day

$\therefore$ 400 miles a day for 240 days = 96,000 miles

DIFFERENCE = 5,100

NOTE 9 (Page 116)

Air conditioning costs included in this study are based upon estimates made by William N. Harris, Inc., contractors. This firm was asked to give estimates for air conditioning rooms independent of one another by the use of individual units as well as central air conditioning. The individual unit costs were utilized in Schedule V due to the substantial savings in the estimate over central air conditioning. The units, completely installed, would cost $1,200 per classroom. Electrical costs would be $54 per classroom for a 90-day season. In Cranston West, 52 classrooms would be air conditioned. In Western Hills, 46 classrooms would be air conditioned. Stairwells, corridors, storage rooms, industrial art classrooms, cafeterias, libraries, and gyms are not included in the total air conditioning estimate.

An additional firm, Frank N. Zaino and Associates, Inc., submitted an estimate based solely on central air conditioning of Cranston High School West and Western Hills. The estimate is:

CRANSTON HIGH SCHOOL WEST

	Rooftop	Unitary
Total Building Cooling	$480,000	$800,000
Building - not including shops, home economics, gyms, art, and plant, cafeteria, kitchen	300,000	500,000

WESTERN HILLS JR. HIGH SCHOOL

$400,000

Schedule V

CRANSTON WEST AND WESTERN HILLS

Schedule of Other School Costs Excluding Teachers' Salaries and Fringe Benefits for 1972-73

	CRANSTON WEST			WESTERN HILLS		
	Traditional Year	Extended Year	Difference	Traditional Year	Extended Year	Difference
General Control (Note 1)	$ 42,240	$ 42,240	$ -0-	$ 42,240	$ 42,240	$ -0-
Instruction Costs - other than teacher costs (Note 2)	186,735	196,305	9,570	169,060	176,700	7,640
Operation of School Plant (Note 3)	130,375	144,950	14,575	102,000	111,559	9,559
Maintenance of School Plant (Note 4)	22,660	22,660	-0-	9,089	9,089	-0-
Fixed Charges (Note 5)	26,415	28,415	2,000	26,415	27,915	1,500
Auxiliary Services (Note 6)	40,712	41,807	1,095	10,086	10,881	795
Transportation (Note 7)	24,000	25,785	1,785	37,300	39,695	2,395
Summer School	3,200	-0-	(3,200)	3,200	-0-	(3,200)
Capital Outlays (Note 8)	9,040	9,040	-0-	8,240	8,240	-0-
Cost of Air Conditioning (Note 9)	-0-	65,208	65,208	-0-	57,684	57,684
	$485,377	$576,410	$91,003	$407,630	$484,003	$ 76,373

Figures in parentheses show decreases in costs

SECTION III

Schedule VI combines the costs developed in Schedule V and those teacher salary costs analyzed in Schedules II through IV. This schedule gives the cost of education in Cranston West and Western Hills for the traditional and continuous year. It includes cost of teachers as well as cost of maintaining and operating a physical plant.

The three different assumptions explained earlier in Schedules II through IV are the basis for the total cost in this schedule. The Roman numerals on the left side of this schedule refer to the three different ways of computing teachers' salaries.

Chart I-A and Chart I-B present, in bar graph form, the cost for the traditional and continuous school year at Cranston West and Western Hills.

These charts graphically present the costs developed in Schedule VI.

Schedule VI

SCHEDULE OF SALARY AND OTHER EDUCATIONAL COSTS
FOR CRANSTON WEST AND WESTERN HILLS
FOR THE YEAR 1972 - 1973

CRANSTON WEST

	Traditional Cost	45-15 Present Salary	45-15 15% Raise	45-15 18% Raise
Cost other than Instructors' Salaries	485,377	576,410	576,410	576,410
Teachers' Salaries Schedules II-A, II-B	983,560	810,800	921,919	945,264
Total	$1,468,937	$1,387,210	$1,498,329	$1,521,674
Cost other than Instructors' Salaries	485,377	576,410	576,410	576,410
Teachers' Salaries Schedules III-A, III-B	983,560	868,140	993,996	1,019,187
Total	$1,468,937	$1,444,550	$1,570,406	$1,595,597
Cost other than Instructors' Salaries	485,377	576,410	576,410	576,410
Teachers' Salaries Schedules IV-A, IV-B	983,560	983,560	1,126,114	1,154,461
Total	$1,468,937	$1,559,970	$1,702,554	$1,730,871

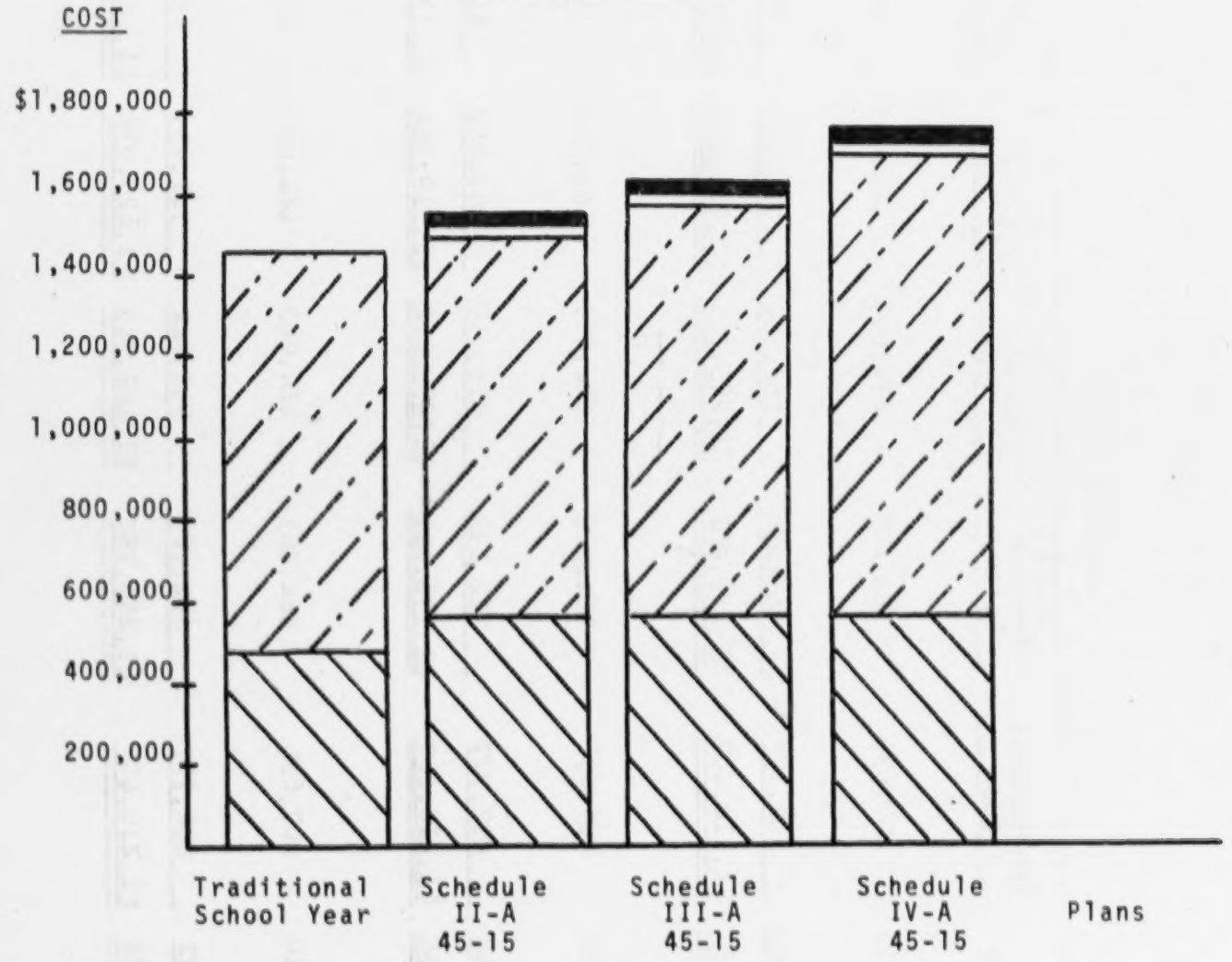
Schedule VI (Continued)

WESTERN HILLS

45-15 20% Raise	Traditional Cost	45-15 Present Salary	45-15 15% Raise	45-15 18% Raise	45-15 20% Raise
576,410	407,630	484,003	484,003	484,003	484,003
960,860	802,777	665,258	761,302	780,490	793,349
$1,537,270	$1,210,407	$1,149,261	$1,245,305	$1,264,493	$1,277,352
576,410	407,630	484,003	484,003	484,003	484,003
1,036,048	802,777	712,138	815,059	835,759	849,286
$1,612,458	$1,210,407	$1,196,141	$1,299,062	$1,319,762	$1,333,289
576,410	407,630	484,003	484,003	484,003	484,003
1,173,672	802,777	802,777	918,742	941,935	957,332
$1,750,082	$1,210,407	$1,286,780	$1,402,745	$1,425,938	$1,441,335

CHART I-A

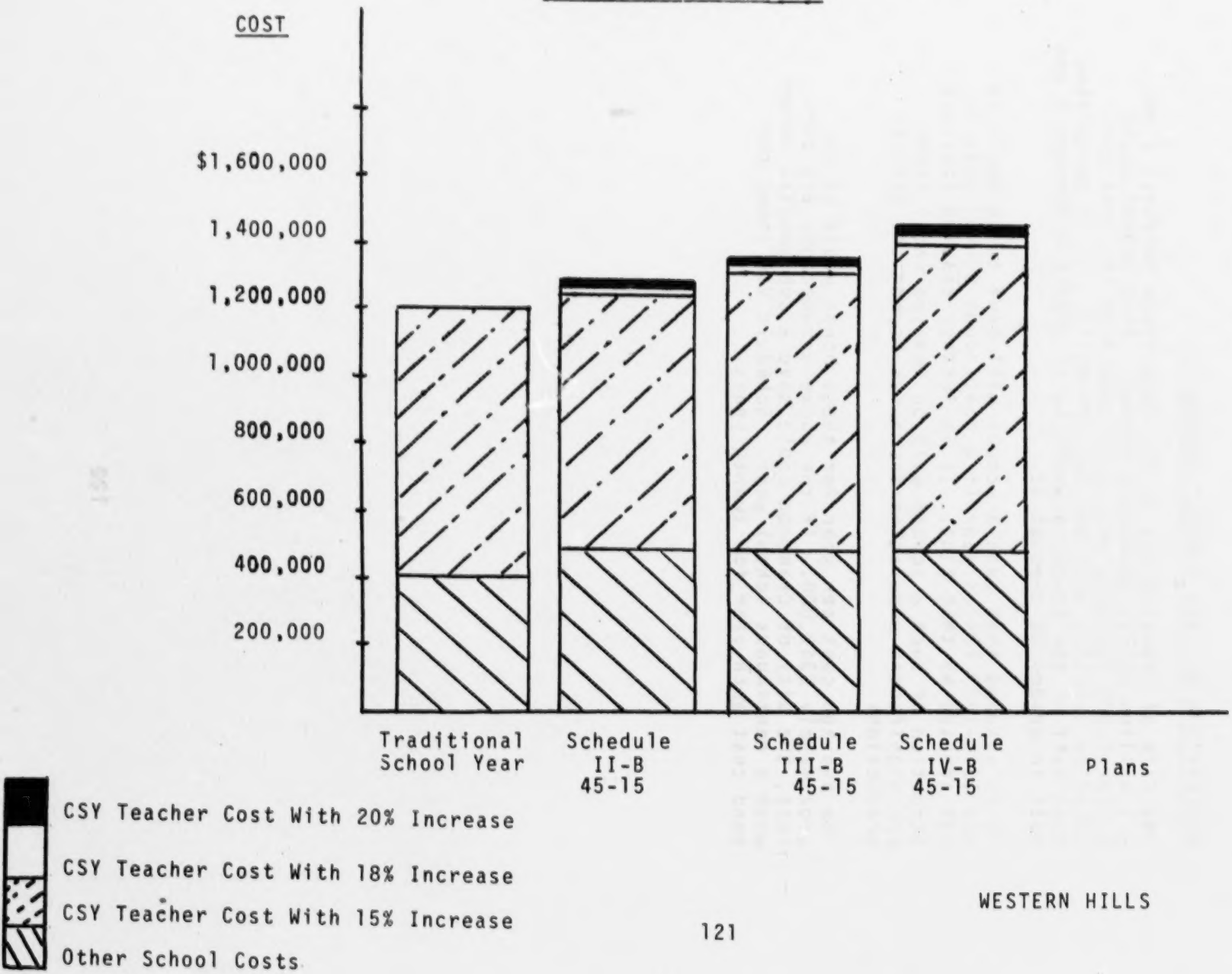
COMPARISON OF 1972-73 TRADITIONAL SCHOOL YEAR COSTS AND VARIOUS CSY COSTS



CRANSTON WEST

CHART I-B

COMPARISON OF 1972-73 TRADITIONAL SCHOOL YEAR COSTS AND VARIOUS CSY COSTS



WESTERN HILLS

EXPLANATION OF "NEW SCHOOL" SCHEDULES

The City of Cranston has in its long-range forecast a new 6.1 million dollar secondary school. This school would be for 1,000 students who would come from the area serviced by Cranston West and Western Hills. It is postulated that half of the students would be in grades 7 through 9 and half in grades 10 through 12.

It is assumed that such a school will have to be built in the 1976-1977 school year if a continuous school year is not adopted by that time. It is further assumed that construction of such a school will be delayed until there are significant population increases beyond the present predictions.

The average cost per year for these bonds would be approximately $342,000. If the above assumptions are correct, the City of Cranston could save a substantial amount with a continuous school year. Schedule VII shows the bond cost each year for twenty years.

Schedule VII

COST OF PROPOSED NEW SECONDARY SCHOOL FOR THE CITY OF CRANSTON

To Be Build In 1976-77 For $6,100,000
6% Bonds To Be Retired Over 20 Years

YEAR	PRINCIPAL	6% INTEREST	TOTAL COST
1976	$ 305,000.00	$366,000.00	$671,000.00
1977	305,000.00	347,700.00	652,700.00
1978	305,000.00	329,400.00	634,400.00
1979	305,000.00	311,100.00	616,100.00
1980	305,000.00	292,800.00	597,800.00
1981	305,000.00	274,500.00	579,500.00
1982	305,000.00	256,200.00	561,200.00
1983	305,000.00	237,900.00	542,900.00
1984	305,000.00	219,600.00	524,600.00
1985	305,000.00	201,300.00	506,300.00
1986	305,000.00	183,000.00	488,000.00
1987	305,000.00	164,700.00	469,700.00
1988	305,000.00	146,400.00	451,400.00
1989	305,000.00	128,100.00	433,100.00
1990	305,000.00	109,800.00	414,800.00
1991	305,000.00	91,500.00	396,500.00
1992	305,000.00	73,200.00	378,200.00
1993	305,000.00	54,900.00	359,900.00
1994	305,000.00	36,600.00	341,600.00
1995	305,000.00	18,300.00	323,300.00
	$6,100,000.00		

Schedule VII (Continued)

30% STATE SHARE	NET COST	BALANCE
		$6,100,000.00
$201,300.00	$467,700.00	5,795,000.00
195,810.00	456,890.00	5,490,000.00
190,320.00	444,080.00	5,185,000.00
184,830.00	431,270.00	4,880,000.00
179,340.00	418,460.00	4,575,000.00
173,850.00	405,650.00	4,270,000.00
168,360.00	393,840.00	3,965,000.00
162,870.00	380,030.00	3,660,000.00
157,380,00	367,220.00	3,355,000.00
151,890.00	354,410.00	3,050,000.00
146,400.00	341,600.00	2,747,000.00
140,910.00	328,790.00	2,440,000.00
135,420.00	315,980.00	2,135,000.00
129,930.00	303,170.00	1,830,000.00
124,440.00	290,360.00	1,525,000.00
118,950.00	277,550.00	1,220,000.00
113,460.00	264,740.00	915,000.00
107,970.00	251,930.00	610,000.00
102,480.00	239,120.00	305,000.00
96,990.00	226,310.00	-0-

COST COMPARISON - PER PUPIL BASIS

To examine the cost of a traditional school year as compared to a CSY, the staff felt that some research of the traditional school year on per-pupil basis would add insights to the total budget analysis. National and regional data found in the January, 1972 issue of SCHOOL MANAGEMENT was used.

The average per pupil cost in the City of Cranston is $888.15. The national average is $805.35 while school systems in New England regions are spending approximately $752 per pupil. This average pertains to all students, elementary as well as secondary; however, secondary education has proven more costly than elementary education. Nationally a 1.3 adjustment factor is used to derive the secondary pupil cost. This would indicate that Cranston High School West and Western Hills should be spending approximately $1154. The study indicates an actual per-pupil cost for Cranston High School West of $1124.64 and Western Hills $928.59.

The following schedule compares the per-pupil cost by various segments of the budget. National, regional and Cranston figures are used in order to provide a common basis for comparison. Only those cost segments which could be compared, due to available data, are included in Schedule VIII.

The reader should be aware that some limitations may be encountered. Similar costs may be included under different segments of a budget for one community and in another segment of the budget for another community. An example is Fixed Charges which in the national report was included under the Instruction Account but in the Cranston budget is by itself.

Schedule VIII

COMPARISON OF OPERATING COST
Average Cost Per Pupil

ITEM	71-72 NATIONAL	71-72 *REGIONAL	71-72 CHSW	71-72 WESTERN HILLS
Administration	$ 26.27	$ 23.06	$ 32.50	$ 32.50
Classroom Teachers	535.40	587.67	700.58	569.52
Operation	60.20	64.05	100.28	78.46
Maintenance	19.91	17.30	17.43	6.99
Fixed Charges	54.36	51.05	76.31	68.31
Transportation	31.83		18.46	28.69
Capital Outlay	15.41		6.95	6.33

*Includes: Maine, New Hampshire, Vermont, Rhode Island, and Connecticut

SUMMARY

The data which is reported in this section will reveal to the reader insights regarding traditional school year costs, continuous school year costs and the comparison of one to the other. In essence, no all-inclusive set of conclusions is set down in this report. The data should be reviewed as educational and financial needs evolve. Since the variables in this cost research are far reaching, the reader must be cautioned that the information found here should be used for direction and reference purposes.

The following are some basic premises which are of significance to the study:

- A gain in teaching days in a CSY Plan costs significantly less than in a traditional plan.
- The costs of decreasing the teacher-pupil ratio in a CSY Plan is significantly less than in a traditional plan.
- Any decrease in costs realized in a CSY Plan over a traditional plan, which is appropriate for C.H.S.W. and Western Hills, can be projected proportionately on a city-wide basis.
- Savings which may not occur, i.e. transportation, on a partially implemented CSY Plan would develop on a city-wide plan.
- Costs projected in this section are for a 12-month period. An implementation commencing after July, 1972, would have to be pro-rated.

- Any percentage increase gained in teacher time in a CSY Plan will cost less than the equivalent time gained through the hiring of additional teachers in a traditional school year.

- Operational costs of the school plant during summer months will not significantly increase.

- Gain in space for instructional purposes could be realized without proportionate increases in rental or new construction cost.

X

PROJECT PACESETTER AND THE FUTURE

During the latter part of February, 1972, the Fourth National Conference of Year-Round Schools convened in San Diego, California. The response and participation were well beyond the expectations of the hosts -- the San Diego County School Department. Last year, approximately 400 school administrators, school board members, and others interested in Year-Round Schools attended the Conference. This year more than 1,100 people were in attendance, and it was estimated that 200-300 applications were rejected due to lack of space.

The number of school districts presently studying plans for year-round schools has grown well beyond the wildest predictions of most observers. More importantly, the number of school districts committed to the idea, or presently operating one form or another of the plan, is rising constantly.

This growing interest in year-round schools can be attributed to several forces and concerns. Under the present demands for accountability, educators are responding with answers designed to provide economy, efficiency, and improved education. Year-round school plans offer impressive possibilities, but unfortunately there is at this time little data substantiating the successes or failures of existing year-round plans.

The Project Pacesetter Report has examined the many facets of year-round school operation and the impact that this would have on a system and a community. Before a detailed study of costs, curriculum, and public opinion could be assembled, the Cranston School Department was required to select a particular plan. The Quardicycle Plan was chosen as the appropriate plan for study.

No plan can meet every need of a school district. Modifications, adjustments, and alternatives must be brought about through the use of an original model before a satisfactory plan can be adapted to any community. Project Pacesetter should not be an exception to this philosophy. What has been proposed as the Quadricycle mandated program for the western portion of the City of Cranston, may not be the best answer. What may be needed are variations or other alternatives of the plan.

Many members from all segments of the Cranston community have expressed a desire to support some form of continuous school year in our system. Suggested were a volunteer quadricycle, a volunteer four-quarter plan, and a trimester plan. The predominant concern of all interested parties is that students, parents, and teachers have the option of becoming involved in any continuous school year program.

Total acceptance or total abandonment of a year-round plan is neither realistic nor desirable. Better educational offerings and more value per tax dollar are issues which will continuously motivate school officials to study the educational and financial advantages inherent in the concept of year-round schools. Efforts to refine and adopt any suggested model should always be exerted by forward looking communities.

In summary, one must conclude that year-round school calendars which were once considered impractical or unfeasible will be widespread in the near future. The possibility of conducting year-round schools should be considered frequently with care and objectivity.

Presently, our community is in the position to answer any of the questions listed below:

- Should we endorse the mandated program as proposed?
- Should we further refine a mandated program?
- Should we offer a voluntary program intended for the use of those pupils seeking enrichment courses, remedial attention, or early graduation?
- Should we implement a pilot program comprised of volunteers?
- Should we abandon the concept at this time?

The Director of Project Pacesetter suggests that the following steps be considered for the future:

- Since the State Department of Education has expressed a desire to refund a year-round school study and implementation, we should immediately submit an application for a continuation grant to the Title III Office. This grant to be in accordance with the directions of the Cranston School Committee.
- That the Cranston School Department continue to study year-round school plans with the intent of expanding or refining an acceptable program.
- That a year-round school study committee composed of educators and the community leader continue to investigate all aspects of year-round schools.
- That curriculum revision as is presently occurring, be an ongoing effort.
- That the cost analysis study be updated periodically as population trends, building needs, and new community goals evolve.

Perhaps we should be concerned with what appears to be inevitable. The March issue of the PTA MAGAZINE projects clearly the future of year-round schools when it concludes "...in spite of limitations, the all year school does appear to be an idea whose time has come. It deserves the most serious study and trial."